DOCUMENT RESUME

ED 090 530	CS 001 120
TITLE	Wilmington Reading Curriculum: A Guide to Teaching Reading K-3.
INSTITUTION	Wilmington Public Schools, Mass.
PUB DATE	73
NOTE	220p.
EDRS PRICE	MF-$0.75 HC-$10.20 PLUS POSTAGE
DESCRIPTORS	*Curriculum Guides; Elementary Grades; Reading; *Reading Development; Reading Improvement; *Reading Instruction; *Reading Skills; Secondary Grades; Teaching Techniques

ABSTRACT

This curriculum guide was written with the intention of providing continuity to the Wilmington, Massachusetts, reading program--grades kindergarten through twelve. The skills and suggestions presented are adaptable to all reading materials currently available in Wilmington. The skills are meant to be developed in grades kindergarten through third as on-going processes. The guide is divided into the following sections: language development, vocabulary development, motivation, comprehension, word recognition, criteria for selecting activities, fluency, implementing the curriculum, assessment, and comparison of basals. In each section a rationale is presented and suggestions for developing skills in each area are provided. At the end of each section, pages for teacher comments are included. (WR)

ED 090530

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WILMINGTON READING CURRICULUM

A GUIDE TO TEACHING READING

K - 3

Written by:

Dr. Carol Sager	Director of Reading K-12
Maria Ferrandini	Boutwell School
Lynn Friedman	Buzzell School
Sandra Friedman	Woburn St. School
Christine Graves	Glen Road School
Martha Logan	Wildwood School
Janice Madej	Reading Department
Mary Maxey	Walker School
Anne Saurman	Shawsheen School
Brenda Squire	Reading Department

WILMINGTON PUBLIC SCHOOLS

WILMINGTON, MASS.

SUMMER 1973

CS 001 120

ERATA: K-3 CURRICULUM GUIDE

Page No.	Description
7	Split infinitive
14	Omit s
16	feels
24	sergeant?
25	answers
37	doing sm. d
40	important
41	smudged page
43	iniated-initiated
43	similiar-similar
45	ommissions
51	are is
51	Flusters
52	leven level
54	sign h
55	around
55	2nd how s/b now
55	judgement
58	split infinitive
60	skills
62	uncomplicated
63	help
63	A omitted
64	me the
65	satisfies
67	split infinitive
73	happened
82	styrofoam
84	the child
86	Have
89	that
91	activities
94	increased
99	purposes
103	type
104	his
107	experiements
109	excercises
113	expected
116	child
118	was were
124	diarama
142	discrimination
148	2 ibingpiomy
151	stipulate
155	Speak
156	sameyyou
158	others
162	add read
163	full
164	mispronounciation
164	Generally
167	They
167	believe
172	fro--for
174	weight
174	5th par.?
176	back
176	great
178	whould
186	taught
187	available
187	bright
188	other
188	super
188	occas
188	pupil
188	indepen
189	group
190	certian--certain
	End of 190
190	Child-ren
192	visible
193	learning

PREFACE

The Curriculum Guide was written with the intention of providing continuity to our Reading Program grades K-12 in Wilmington.

The skills and suggestions presented are adaptable to all Reading materials currently available in the town. The skills are meant to be developed in grades K-3 as on-going processes. The philosophy, methods, activities and criteria for assessment presented are applicable and should be utilized at all grade levels.

Through our teacher suggestions we have tried to show that Reading is an extended activitiy encompassing more than just one basal reader approach. Reading is thinking - a necessary component of all learning. Therefore it must be integrated throughout all areas of our curriculum.

It should be noted that this guide is in no way intended to be a step-by-step, "fool"-proof teachers' manual. Instead it is predicated on the belief that:

> Given the "why", Wilmington teachers will
> find the "way."

INTRODUCTION

This Curriculum Guide was written over a period of 4 weeks from June 25, 1973 to July 20, 1973. The committee represented each school district and the reading department.

We began by listing problems that we hoped the Curriculum Guide would solve.

We then examined (1) professional journals, (2) various readings by specialists in the field, (3) state and local curriculum guides, and (4) publications from various companies.

The decisions to include materials in the guide were not made by concensus. They represent the unanimous opinion of the group. Because the committee represented 6 school districts plus the reading department, we felt it was imperative for each statement in the guide to meet with the complete approval of every member of the committee. Decisions were made after much reading, discussion, and sharing of experiences. All statements of fact and direction are well documented throughout the literature on Reading.

In addition, Dr. Anne McParland, Assistant Professor of Education, Lowell State College, served as our Consultant. She provided valuable services as well as a steely and critical eye which resulted in many constructive changes.

Throughout this guide we have tried to develop the concept that Reading is more than a "basal plus workbook." Reading is thinking. It is a necessary component of all learning and therefore must be integrated into the entire school day.

The guide is divided into the following sections:

1) Language Development
Paramount to a child's reading development is the ability to listen and express himself orally. Therefore many more constructive opportunities for oral language and active child involvement must be provided. The silent sitting classroom as well as the chaotic open classroom must be reexamined in light of the experiences necessary for learning to read.

1) Vocabulary Development
A child needs to be helped to extend the meaning of known words as well as to acquire new words.

3) Motivation
Self concept, a purpose meaningful to the child, and success in learning are the keys to motivation.

4) Comprehension
Since reading is 95% thinking and only 5% visual, much more emphasis must be placed on teaching comprehension skills. "Discuss" and "share" are necessary aspects of teaching higher level comprehension skills.

5) Word Recognition
Phonics is placed in perspective and more emphasis is put on sight words and context clues. It is not necessary for children to master one skill before going on to the next. Neither should children be expected to drill on skills when they know how to read.

6) Criteria for Selecting Activities
A criteria for choosing purposeful activities has been written to enable teachers to select relevant from irrelevant activities. Samples of good and bad activities have been included.

7) Fluency
Major emphasis must be placed on silent reading from the beginning of grade 1. Oral reading is not an important goal of reading instruction.

8) Implementing the Curriculum
This is a demanding curriculum. Suggestions are made that will help the teacher provide the type of experiences and degree of child involvement required to facilitate learning to read. Included in this section are ways to (a) deemphasize strict ability grouping, (b) use basals flexibly, (c) individualize reading, and (d) set up activity centers.

9) Assessment
Included are tests of learning modality and reading level, interest inventories, methods of pupil and teacher self-evaluation as well as concepts necessary for making evaluation a daily, on-going process.

10) Comparison of Basals
All basic reading materials including basals need to be amended. Throughout this guide suggestions are made for improving reading programs in general. In this chapter suggestions are presented for improving the use of basals currently in the System.

At the end of each section, pages for teacher comments are included. We hope you will evaluate and send suggestions that will facilitate the implementation of the ideas presented.

LANGUAGE DEVELOPMENT

LANGUAGE DEVELOPMENT

Development in reading closely parallels development in listening and speaking. Definite instructional time must be provided for the facilitation of listening and speaking. These are necessary components of reading and can in many ways be used to predict a child's readiness and potential for reading instruction.

Oral Language

Learning to speak facilitates learning to read. Most children entering first grade use all the language structures found in adult speech. What they need are multiple opportunities to use language:

(1) to communicate with others

(2) as a tool of thought (planning and organizing events, explaining and talking about what one sees, hears and does).

The more the child is able to express his own thoughts, the more he will be interested in listening to and reading the thoughts of others.

Ways to Improve and Develop Language

The way to improve and develop language is to provide opportunities for its use.

Encourage Speaking

Children learn to speak by speaking. What they need is encouragement, acceptance, and regular opportunities for free, spontaneous use of language.

Language is intensely personal. It is an extension of the individual's whole personality. Therefore, rejecting a child's language is, in a very real sense, rejecting him. It is essential not to correct or inhibit children's speech in any way.

Immature speech or incorrect usage can only be improved by providing opportunities for the child to listen and speak to others. This does not mean that the teacher cannot establish certain quiet times or limit the amount of noise or activity in the room. The children can understand or abide by rules. But free spontaneous speech must be valued and encouraged if children are to make progress in reading.

Provide Experiences

In the primary grades, concrete sensory experiences are the most direct and successful in getting children to talk. Movement and creative dance, field trips, walks around the building, treasure hunts through the teacher's closet, activity centers,pictures representing scenes from real life are excellent means for stimulating speech. Unlike the child who is sitting silently at his desk, children engaged in purposeful activities have many opportunities for language growth.

Provide Opportunities

While allowing children to converse with their neighbors in the class or talk with their friends in the lunchroom and on the playground is important, it does not take the place of providing well-planned opportunities to engage in purposeful discussions.

Teachers should see to it that children have the chance to verbally plan and organize events, express opinions, explain actions, and give reasons.

Teachers can see to it that activities and experiences extend the child's vocabulary to include high frequency words encountered in reading.

Without sacrificing spontaneity, flexibility or abundance of speech, the teacher can also lead children to "think" before acting or responding too quickly.

Provide a Model

Children learn to speak by imitating adults. Many teachers have had the (sometimes uncomfortable) experience of hearing their words and expressions coming out of the mouths of pupils.

When teachers spend time talking with children, listening to them carefully, and responding to what they are saying, they make children feel that their opinions count. This gives the child's language importance. It also provides him with a model of listening that he will imitate.

Practices Which Inhibit Language Development

(1) Correcting the child's speech

(2) Stressing correctness - the one right response

(3) Stressing that the child speaks in sentences (we don't)

(4) Frequent use of Be Quiet! Sit Still! No Talking!

Assessment

Children must be able to use linguistic structures before they can be expected to recognize them in print. Therefore, teachers should note whether or not children use the structures they are expected to read (noun, verb, past tense, -ing, plurals, etc.). Children who are apt to have trouble learning to read are those who use only function words ("Me want drink" or "Mary hit ball").

Checklist of Behaviors Indicating Language Growth

1. Performs tasks given
2. Asks questions and requests help
3. Shows an interest in and pays attention to stories read or told
4. Operates as part of the group
5. Shares experiences and ideas
6. Uses a variety of words
7. Easily finds words to express his thoughts and experiences.
8. Expresses a variety of alternatives in problem solving
9. Uses language to plan, organize, think ahead
10. Sticks to the subject or talks to the point made (this should not be expected until child uses language freely (Also see Listening).

Note: If the answers to questions 1 through 4 are negative, the child will probably need extensive work in language before making significant gains in Reading.

LISTENING

A child learns the vocabulary, language structures and skills necessary for reading through listening. Therefore, the ability to listen has a direct bearing on the development of competence in reading.

From the very beginning of school, listening habits should be extablished and continually reemphasized throughout every school year.

Ways to Encourage Listening

Focus Attention

Children should be made aware of the importance of listening and helped to establish standards of listening.

At first this can be handled by establishing good listening rules which can be written on a wall chart for the children to refer to whenever needed. Children should also be allowed to learn by their mistakes. They will be more apt to realize the importance of listening "the first time" if teachers do not repeat directions or that which has already been said. Of course, children with special needs should be given special concern in this regard.

Remove Distractions

If what is going on in the listening circle is interesting enough and the child realizes that he will have a chance to participate in various activities when it's his turn, background noise and activity do not become distractions. If they do, however, they should be rescheduled so that they do not interfere with other learning.

Major distractions are those that break a child's "mind set". As far as possible the teacher should make sure that he is not interrupted while he is talking with a particular group. Classroom routines can be established to facilitate this (See Implementing the Curriculum Chapter).

Set a Purpose for Listening

Central to good listening is anticipation. If the child has heard it all before, if he knows that the only time the teacher asks him to listen is to scold or give him more work, he will soon learn how not to listen.

Children need many opportunities to listen for different purposes - for facts, directions, discussion, and pleasure. However, the purpose must be clear cut and viewed as important by the child. It must also be consistent with the needs and abilities of the child. Does he understand the questions asked or the concepts discussed? Can he learn auditorily? Some children cannot and therefore should not be expected to listen unnecessarily. Children should not be made to listen beyond their attention spans.

Stimulate Involvement

In this day of TV and comics, children cannot be expected to listen indefinitely out of politeness. Be interesting, show pictures and use attention-getters.

Paper and Pencil Routines

It often helps to give the children something to do while they are listening. For example, if the teacher wants to develop awareness of the "s" sound she could read a poem containing "s" words and ask the children to write an "s" on their papers every time they hear a word beginning with "s". The task, of course, should be directly related to the purpose.

Every Pupil Response Technique

This is a method of instruction which keeps every child actively involved by insuring that he responds to every question. It also allows the teacher to see at a glance whether the child has grasped the skill or is just guessing. This involves giving each child a set of flashcards, and having each child respond to questions by holding up the card with the correct answer. Example: Children could be given a set of alphabet cards (or consonant cards) and asked to hold up the beginning sound they hear.

Provide a Model

It is imperative that teachers listen to children respectfully and respond to what they are saying. Children learn by imitation.

ASSESSMENT

Levels of Listening to Determine Involvement

Levels of listening are really degrees of involvement. Basically there are four:

Hearing - The child hears the sounds of words but does not attend to meaning or react to what is said.

Passive Listening - The child simply hears the words and attaches meaning to what is said (little observable response).

Half-Listening - The child listens only to find an opportunity to talk and express his ideas.

Purposeful Listening - The child interacts with what is said. It has personal meaning for him (Observable response including side conversations occur).

Listening as an Indicator of Success in Reading

Ability to listen to and provide an ending for a story indicates potential for progress in reading.

Listening as an Indicator of Potential in Reading

The highest level at which a child is able to listen to a story and answer questions is considered the child's potential in reading. The rationale behind this is that reading is language. If a child can understand a story such as *Charlotte's Web* and answer questions about it, he should be able to read the story provided that he has the word recognitions skills necessary to do so.

A disparity between silent reading comprehension indicates a weakness in word attack skills. The teacher can make a listening comprehension test by selecting graded passages from basals and asking the child questions at the end. Naturally the selections should be new to the child.

The child's listening level is the highest level at which he answers most of the questions right or shows that he has a basic understanding of the story. The accuracy of this test depends on the selections chosen, the way they are read, and the questions asked.

Language Experience Approach

This is a method of teaching which capitalizes on the child's own language to teach reading.

Basically, the teacher provides strong stimuli - a trip around the building to gather moss and plants for a terrarium, perhaps. Later on, the children tell what they did, and the teacher writes what they say on the board:

We saw a bird.
We got grass.
We got dirt.
We got moss.
We made a terrarium.

Word recognition skills are taught by using the child's own words. This is a very natural way of teaching reading. It uses the existing relationship between listening, speaking, reading and writing. Right from the beginning the child learns that what he can say, can be written, and what he can write he can read.

Name________________________ Date____________________

Grade_______________________ School__________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

VOCABULARY

DEVELOPMENT

VOCABULARY DEVELOPMENT

A rich and varied vocabulary is the key to comprehension and fluency in reading. Vocabulary growth takes place as a result of:

1. a variety of experiences and opportunities to discuss these experiences
2. listening to people
3. extensive reading, and
4. specific instruction

Ways to help Develop Vocabulary

Teachers should provide for vertical as well as horizontal growth. That is, instruction should help children acquire new words and extend meaning of known words.

Help Children Acquire New Words

Expand Experiences

Field trips, pictures, films, etc. can be used to broaden concepts and give children concrete references for words.

Emphasize Meaning

New words should be introduced in context, not isolation, with an emphasis on meaning as well as pronunciation. Use questions to emphasize meaning. (e.g. "Which word tells what Billy is doing?" or "Which word tells how Jane fells?"

The following six questions can be used to discuss words which appear in any materials studied by the child. [1]

a. *Definition Question*: "What does school mean in this sentence: As he glided through the water, he met a school of small, flat fish."

b. *Semantic Question*: "What other meanings do you know for the word school?"

c. *Synonym Question*: "What other word(s) could be substituted for strict in the following sentence without changing the meaning of the sentence: Jefferson began a policy of strict economy."

d. *Antonym Question*: "What word(s) could we substitute for strict in the above sentence to make the sentence mean the opposite of what it does now?"

e. *Homonym Question*: "What word do you know which sounds the same as the italicized word in the following sentence but which is spelled differently and has a different meaning: The *seams* of the boat were leaking."

f. *Key Word Question*: "What does the italicized word mean in this sentence: The Russians have placed the first man-made planet in *orbit*."

Build Association

The more meaning attached to a word, the more talk about words, the more likely the child will be to remember it.

Provide Opportunities to Use New Words in Various Settings

Every child should have the opportunity to use words over and over until they become part of his daily speech.

Create a Climate that Encourages Vocabulary Development

Establish attitudes of asking about new or unknown words Encourage children to be curious about new words. Help them to develop pride in using new words.

---

1. *How to Teach Reading*, 4th Ed., Morton Botel, Follett Educational Corp., Chicago, 1968

Teach Context Clues

Children should be able to use the following context clues to figure out unknown words.

a. Definition Clues: The word is actually defined in the sentence. (e.g. The legislators or lawmakers were elected every four years.)

b. Contrast or Comparison Clues: (e.g. Unlike Martha who was a spendthrift and never saved a dime, John was a miser.)

c. Experience Clues: Life experience tells the reader what is meant (e.g. He tramped into the house with his muddy boots and sullied the new gold carpeting.)

d. Summary Clues: The paragraph contains a number of related ideas which reveal the meaning (e.g. The Bad Queen was sadistic. She enjoyed thinking up and using cruel tortures that would make even the strongest prisoner scream out in pain. Her pet hobby was pulling out the wings of tiny Lady Bugs.)

Teach Affixes and Roots

Knowing a few of the common prefixes, suffixes and roots gives pupils the means to build new words and figure out unfamiliar ones. However, only word parts that carry unambiguous meaning should be taught.

Use of Dictionary

Knowing how to use a dictionary enables a child to look up words he cannot figure out. (See: Word Recognition) However, children should always be encouraged to describe words in their own terms. The teacher should not assume that if a child is able to give a simple definition, synonym, or antonym, that he can use the word or will remember what it means.

Extend Meanings of Known Words

These activities will expand vocabulary only if the children are given the opportunity to share their responses and hear the responses of other children.

Attributes

a. List all the attributes of a fish, pencil, mammals, etc.

b. Give a list of attributes. Have children name all the items that could fit the list.

Compare and Contrast

a. In what ways are travelers and immigrants alike? different?

b. What are all the ways a rose, a porcupine, and a skunk are alike?

Associations

a. List everything you would need to go sailing.

b. Write SPACE on the board. Have children list all the words they can think of that are associated.

Categories

a. Have children list words to fit headings such as the following:

hot / cold
happy / sad
big / little
farm / city
long ago / today

b.

	What can it do?	What can you do with it?
carrot		
shoe		

c. Which ones do you wear? ride?

Teach Synonyms, Antonyms, Homonyms

Multiple Meanings

a. He skates well.
The skates are in the closet.

b. Mother went to New York by train.
It's hard to train a dog to walk on its hind legs.
Her wedding gown had a long train.

Imagery

Show a picture of a snow-capped mountain. Have children list all the words that would describe the picture.

Figures of Speech

Paraphase "lend an ear" or "school of fish."

Puns

Tennis is a noisy game because everyone (yells out the score, bounces the ball hard, raises a racquet.)

Emotional Language

How do these words make you feel? What do these words make you think of? (e.g. ice cream, spanking)

Positive and Negative Pairs

Jalopy / car
Hick / rural

Degrees of Meaning

Hit - strike - flog

Analogies

Lepidoptra is to butterfly as Simian is to __________.

Ways to Stifle Vocabulary

1. Silence
2. Teaching which introduces words in isolation and emphasizes pronunciation rather than meaning.
3. Stifling language by asking questions that can be answered by "yes", "no", or a nod of the head.
4. Telling children who ask to "Look it up."
5. Overemphasis on dictionary definitions or memorizing the one best meaning.

Assessing Vocabulary Development

1. If beginning readers are to be successful they should have an understanding of the following words: [1]

Space relationships

around
away
by
far/near
here/there
in/out
off/on
open/close
to/from
up/down
front/middle
middle/back
top/bottom
inside/outside
first/last
before/after
high/low
above/below
under/above
right/wrong
good/bad
pretty/ugly

Time relationships

before/after
never/always
once/always
now/then
yesterday/today
never/soon
morning/night
if/then
why
how
because

Number relationships

none/all
few/many
either/both
little/much
one
two
three
four
five
six
seven
eight
nine
ten
short/tall
short/long
big/little
small/large
narrow/wide
thin/fat

Conditions

hot/cold
wet/dry
soft/hard
awake/asleep
warm/cool
old/new
alike/different
fast/slow
empty/full

2. The teacher should also check to make sure that the child has developed an understanding of any word he is expected to read and use. Quite often children are able to parrot words without understanding meaning.

3. The following questions help the teacher to assess vocabulary growth:

   a. Does the child ask about new words?

---

[1] Guszak, Frank J., *Diagnostic Reading Instructor In the Elementary School*. N.Y. Harper & Row. 1972. p. 102

b. Does he use new words in his speech, writing?

c. Is he making progress in reading?

d. Can he paraphase selections containing new words?

e. Can he use new words in extended ways?

4. See Assessment: "Cloze Technique".

Name______________________________ Date_______________________

Grade_____________________________ School_____________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

MOTIVATION

LET'S READ
READ
READ !

MOTIVATION

Motivation is the cornerstone for building successful readers. Key factors in motivation are: self-concept, child involvement, success, reinforcement, and enthusiasm.

Self Concept

Children tend to act in ways that sustain their self-image whether positive or negative. Therefore it is important to help each child view himself as a learner.

Without meaning to, teachers often signal their real feelings to children in many subtle ways. For this reason teachers should think through any misconceptions they may have regarding the relationship of socio-economic level and I. Q. to reading. In general, children live up to expectations. What the teacher expects is what he gets.

Teachers should make sure children know their views will be accepted and their efforts respected. Children need an atmosphere in which they feel free to make mistakes.

While no teacher views himself as threatening, to a small child, even a 5 foot 100 pound weakling can seem like an Army drill sargeant.

The teacher's smile, his tone of voice, the way he reacts to mistakes and messy papers, what he says is crucial.

Young children do not readily understand sarcasm or humor. Quite often what is said as a joke by the teacher is accepted literally by the child.

Useful criticism is that which attacks the problem not the child. Whenever children contribute - expecially if their answere are wrong - the teacher should recognize and accept as much of what the child tried to do as possible. Then offer suggestions or probe to discover the right answer.

CHILD INVOLVEMENT

Purpose

Children must become involved in their work if they are to sustain the effort necessary to succeed in reading. Vital to their involvement is the recognition of a specific, clear-cut purpose which is meaningful to them. Before a child reads a book he should have a purpose for doing so. - to read for main idea, to note relationships, to vary his reading, to read for pleasure. A child will learn more if he knows what to look for.

Self Direction

Involvement is stimulated when the child participates in setting his own goals and directing his own learning. This is a learned behavior and must be taught.

Job sheets, individual folders, and a variety of ways for promoting this type of growth are presented in the section: Implementing the Curriculum.

Interests

The teacher should also be concerned with the child's interests. Quite often this merely means providing a wide variety of reading material (books, maps, newspapers, etc.) suited to many levels and interests and allowing the child the freedom to select what he wants to read. Learning to make satisfying choices in reading helps the child to view himself as a capable person able to make satisfying decisions.

Success

Nothing succeeds like success. This does not mean that a child must be successful all the time. But he must view himself as a successful person, capable of learning. This requires a backlog of successful experiences which are largely insured by the realistic goals of teachers.

Realistic Goals

A realistic goal is related to the child's capabilities and needs. It also provides a challenge. Children should not be asked to do tasks for which they are not ready or do not have the skills. They should not be asked to accomplish too much at one time. Neither should they be asked to work at a task so easy for them that they do not feel a sense of accomplishment when they have finished.

A Sense of Progress

When a child corrects his own papers, charts his own achievement, and keeps a checklist of skills whereby he can note what he has done and where he has yet to go, he develops a sense of his own progress. These procedures also provide the child with immediate feedback which is much more valuable than comments made at "another time."

Reinforcement

Everyone needs praise and recognition and even tangible rewards for efforts and work well done. However, when using tangible rewards the teacher should realize that partial reinforcement is often more successful than total reinforcement.

A star, sticker, or piece of candy for everything good encourages children to work only for recognition, or fosters the attitude "it's no big thing to get it."

The teacher should also make sure that everyone has a chance and receives some kind of recognition, otherwise, resentment is created.

Enthusiasm

In a classroom where the teacher is enthusiastic and motivated, the spirit of enthusiasm will become contagious.

Motivation should not only come from the teacher (either through her classroom techniques or through her personality) but also from the students. A chain reaction often results because one child becomes excited about an activity or a book and emanates to others.

Reader: "I read Charlotte's Web. It was fantastic!
That spider was really smart....etc."

Classmate 1: "I want that book next. Can I have it?"

Classmate 2: "After you, I get the book..."

and a chain reaction of motivation begins.

Name________________________________ Date________________________

Grade_______________________________ School______________________

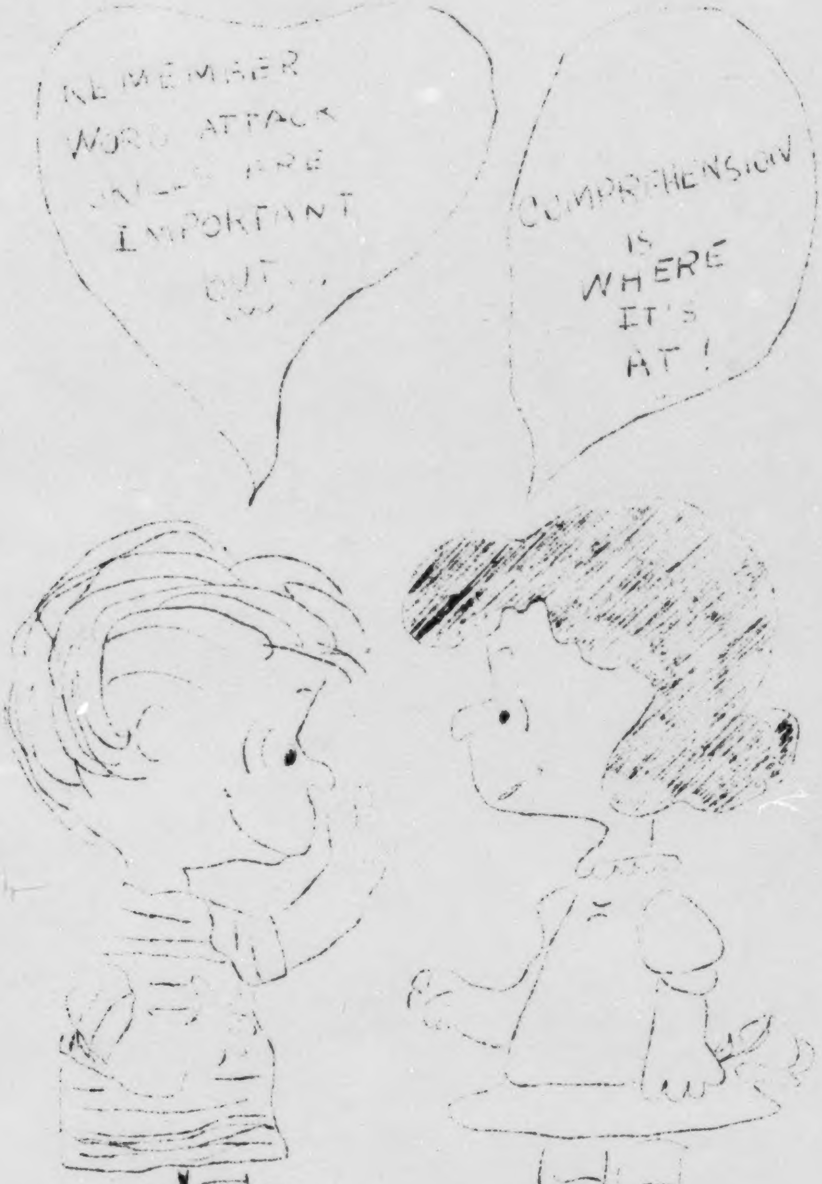
LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

COMPREHENSION


REMEMBER WORD ATTACK SKILLS ARE IMPORTANT BUT...
COMPREHENSION IS WHERE IT'S AT!

COMPREHENSION

Scope and Sequence

Scope

People read for information and for pleasure. The basic skills involved are related to the processes of Locating, Organizing, Inferring, Judging, and Appreciating.

Locating skills often referred to as study skills, are those required to find information from a variety of sources.

Once information has been located it must be organized so that it can be used. This involves recalling, restating, associating or relating facts.

When information is not explicitly stated, the reader must be able to make inferences and interpret what is meant. In effect, he needs to synthesize ideas to construct meaningful solutions.

The reader also needs to classify information and reflect upon its significance. This infolves making judgements based on evidence, standards or a set of criteria.

The enjoyment gained from reading is enhanced by the ability to appreciate or recognize and respond to the author's choice of style and expression.

Therefore the comprehension skills presented are those that enable the individual to read for information and for pleasure. They are grouped under the following headings.

Locating
Organizing
Inferring
Judging
Appreciating

Sequence

Under each heading, Skills are grouped according to levels. The levels selected correspond to a child's need for a skill and not his particular age or grade. The levels are not levels of accomplishment or requirements for higher levels.

In comprehension, skill development is on going and cyclical. Comprehension skills are thinking skills. There is no best age to introduce thinking. There is no grade by which "thinking" should be mastered.

Each child should have instruction in each of the areas every school year. The major differences will be in the level of sophistication of the material used, the questions asked and the activities engaged in.

The following charts present the Comprehension Skills by levels.

COMPREHENSION: LEVEL I

Locating	Organizing	Inferring	Judging	Appreciating
Understands Direction Words: up/down top/bottom left/right	Remembers: details of a story sequence of events cause and effect	Infers: sequence character traits	Makes Judgments About: reality or fantasy desirability of character or situations	Shows Emotional Reaction Shows Empathy and Sensitivity to Characters and Events
Follows Oral Directions		Predicts Outcomes		
Recognizes Parts of Book: page title	Restates: story ideas	Anticipates: story content	Recognizes: exaggeration	Understands elements of: humor plays poetry cartoons
Uses Sources of Information: pictures charts		Draws Conclusions		
Recognizes Library as a Resource				
Locates and Selects: answers to specific questions correct answer to multiple choice questions				

LEVEL 2

COMPREHENSION: LEVEL II

Locating

- Understands Direction Words:
  - up/down
  - top/bottom
  - left/right
- Follows Oral Directions
- Follows Written Directions
- Recognizes Parts of Book:
  - page
  - title
  - index
  - glossary
- Uses Sources of Information:
  - pictures
  - charts
  - maps
  - dictionary
- Recognizes Library as a Resource
- Locates and Selects:
  - answers to specific questions
  - correct answer to multiple choice
- Study Clues:
  - bold face
- Establishes purposes For Reading

Organizing

- Remembers:
  - details of a story
  - sequence of events
  - cause and effect
- Restates:
  - story ideas
- Locates:
  - main idea
  - information pertinent to a particular topic
  - information to prove a point
  - reasons for actions and events (cause and effect)

Inferring

- Infers:
  - sequence
  - character traits
  - cause and effect
  - moral of a story
- Predicts Outcomes
- Anticipates:
  - story content
- Draws Conclusions

Judging

- Makes Judgments About:
  - reality or fantasy
  - desirability of character or situations
  - fact vs. opinion
- Recognizes:
  - exaggeration
  - relevant from irrelevant ideas

Appreciating

- Shows Emotional Reaction
- Shows Empathy and Sensitivity to Characters and Events
- Understands elements of:
  - humor
  - plays
  - poetry
  - cartoons

COMPREHENSION: LEVEL III

Locating

Understands Direction Words:
- up/down
- top/bottom
- right/left

Follows Oral Directions

Follows Written Directions

Recognizes Parts of Book:
- page
- title
- index
- glossary
- introduction

Uses Sources of Information:
- pictures
- charts
- maps
- dictionary
- graphs
- diagrams
- tables

Recognizes Library as a Resource

Locates and Selects:
- answers to specific questions
- Correct answers to multiple choice

Study Clues:
- boldface
- italics

Establishes purposes for Reading

Organizing

Remembers:
- details of a story
- sequence of events
- cause and effect

Restates:
- story ideas

Locate:
- Main idea
- Information pertinent to a particular topic
- Information to prove a point
- Reasons for actions and events (cause and effect)

Is able to note:
- major from minor ideas

Inferring

Infers:
- sequence
- character traits
- cause and effect
- moral of a story

Predicts Outcomes

Anticipates:
- story content

Draws Conclusions

Judging

Makes Judgments About:
- reality or fantasy
- desirability of character or situations
- fact vs. opinion
- author's purpose

Recognizes:
- exaggeration
- denotation vs connotation
- relevant from irrelevant

Appreciating

Shows Emotional Reaction

Shows Empathy and Sensitivity to Characters and Events

Understands Elements of:
- humor
- plays
- poetry
- cartoons

COMPREHENSION: LEVEL IV

Locating

- Understands Direction Words:
  - up/down
  - top/bottom
  - left/right
- Follows Oral Directions
- Follows Written Directions
- Recognizes Parts of Book:
  - page
  - title
  - index
  - glossary
  - introduction
  - footnotes
  - forward
  - preface
- Uses Sources of Information
  - pictures
  - charts
  - maps
  - dictionary
  - graphs
  - diagrams
  - tables
  - telephone books
  - encyclopedia
  - newspapers
  - globes
- Recognizes Library as a Resource

(continued)

Organizing

- Remembers:
  - details of a story
  - sequence of events
  - cause and effect
- Restates:
  - story ideas
- Locate:
  - Main Idea
  - Information pertinent to a particular topic
  - Information to prove a point
  - Reasons for actions and events (cause and effect)
- Is able to note major from minor ideas

Adjust Rate to Purpose

Locating (continued)

- Locates and Selects
  - answers to specific questions
  - correct answers to multiple choice
- Study Clues:
  - boldface
  - italics
  - parenthetical expressions
  - taking notes

Inferring

- Infers:
  - sequence of events
  - character traits
  - cause and effect
  - moral of a story
- Predicts Outcomes
- Anticipates:
  - story content
- Draws Conclusions

Judging

- Makes Judgments About:
  - reality or fantasy
  - desirability of character or situations
  - fact vs. opinion
  - author's purpose
  - author's competence
  - validity of information
  - adequacy of information
- Recognizes:
  - exaggeration
  - denotation vs. connotation
  - relevant from irrelevant

Appreciation

- Shows Emotional Reaction
- Shows Empathy and Sensitivity to Characters and Events
- Understands Elements of:
  - humor
  - plays
  - poetry
  - cartoons

The Teaching of Comprehension

Each of these areas is essential to the teaching of comprehension.

Increase Sign Vocabulary and Use of Context

When a child stumbles through sentences having to sound out every other word - letter for letter, it is impossible to attend to the meaning of what he's reading. This does not mean that a child has to know every word at sight. It does indicate, however, the need to 1)constantly build the number of words the child can recognize in less than 1/10 of a second and 2) increase his ability to use context to determine new words.

Vocabulary Development

Children can also stumble through sentences because they don't know the meanings of words. This does not mean that a child has to look up every word in the dictionary before he reads. It does indicate that much attention should be given to insuring vocabulary growth. (See: Vocabulary Development)

Establish a Purpose for Reading

Helping children recognize or establish a purpose for reading enables them to focus on reading as thinking, rather than on reading as merely decoding.

Purposeful Discussions in Heterogeneous Groups

If children are to refine and improve their thinking processes they need many opportunities to restate ideas, give explanations, express opinions, and make judgements. The give and take of group discussion helps children to solidify or change their thinking and gives children a chance to learn from each other.

Central to purposeful discussion is the selection of a question or problem for which there is no one best answer. There is no need for discussion or thinking if the problem can be solved simply by restating a fact.

The role of the teacher is to insure the free flow of ideas, encourage participation, guide thinking, but refrain from making judgements about what is being said.

Questioning

The questions used in teaching directly affect thinking skills developed by children. If teachers are stressing factual recall in their questioning, children are not expected to do much creative thinking. From the evidence gathered from studies, it appears that teachers' questions, whether oral or written are, in effect, stressing the recall kind of answer most often. Good questions should lead children to higher and higher levels of thinking.

Basically there are two categories of questions.

1) Narrow Questions - Questions that require low-level thinking, short factual answers, or other predictable responses including "yes" or "no" are classified in this category. The answers to narrow questions are predictable because they are specific, allowing for only a limited number of acceptable "right" answers. These questions require little thought by the pupil. Some examples of narrow questions are:

   a. "Where was Judy?"
   b. "What was Judy Doing?"
   c. "Why did Dick run after the ball?"
   d. "How are present methods of communication different from those in the past?"

   The answers to narrow questions can be predicted. Narrow questions do, however, serve a purpose. They are used to collect information, verify ideas and understandings of materials, or to review previously studied material. They can be used to identify, group and note relationships. This information gathering can be the first step in concept formation. However, the information-gathering process should lead to higher levels of thinking. TOO MUCH TIME SPENT ANSWERING NARROW QUESTIONS DETERS DEVELOPMENT OF HIGHER-LEVEL THINKING SKILLS.

2) Broad Questions - Broad questions permit a variety of acceptable responses. Answers are not predictable. these questions are thought-provoking. They cause the person to hypothesize, predict, infer, and to express opinions, judgements, feelings. The one best answer is not a concern. These questions develop the ability to think and handle new problem situations. Some examples are:

   a. "What are some of the ways we could cut down the noise in the cafeteria?"
   b. "Why do you say this is the best way for ending the story?"
   c. "Why would you like to live in Australia?"
   d. "How do you feel about having girls on the hockey team?" *

---

* Adapted from: Cunningham "Developing Question-Asking Skills" Developing Teacher Competencies.ed Wiegand Prentice-Hall, Inc. New Jersey 1971

The Teaching of Specific Skill Areas

These skills are not mutually exclusive and are not necessarily taught in isolation of sequential order.

In general children should not be asked to locate or restate the facts without asking them to use the facts to make inferences or judgements.

Cognitive operations and types of questions are suggested for each area but there is overlap. This is not especially important as far as cognitive operations are concerned. However, teachers should analyze the types of questions used.

For instance, the question "Why did Jane run home crying?" could be asking the child to state a fact or make an inference depending on what is given in the story. The WHY lead does not guarantee an inference question.

The importance of this section lies in helping the teacher recognize the essentials of each specific skill area so that children will be insured the opportunity to develop skills necessary for increasing the comprehension and enjoyment of what is read.

Locating

Show the child "how" and give him meaningful opportunities to use parts of a book, various sources of information, study clues, etc. Practice with actual materials is essential. Children do not learn to use maps by doing worksheets about maps.

The time to teach these skills is when there is a real need for their use. Teaching the use of a glossary because the Skill appears on Page 25 of the Teacher's Manual will have very little carryover. Instead, teach this skill every time the child actually needs to use the glossary.

Cognitive Operations

These involve searching for information, orienting with respect to a reference system.

Questions

"How do you find....?"

"Where would you look for...?"

Organizing

Aids to Remembering

When children are given a purpose for reading (find an answer, give a report, etc.) and helped to establish their own purposes for reading, it helps them attend to meaning and makes it easier for them to remember what they've read.

Building background information through discussion before reading also aids remembering.

Helping children paraphrase or restate in their own words avoids mindless parroting of information and also aids remembering.

Clue Words and Patterns

Children need to know that the process of finding the main idea is different from arranging ideas in sequence or following directions. Clue words often help.

Summarizing is aided by being able to use Who? What? Where? Why? and How?

Finding Cause and Effect is aided by the use of because questions.

"First", "second", "then", "next", "later", "afterwards", "finally", etc. are inportant aids to remembering sequence.

Children can be helped to find main idea with questions such as the following:

1) "Does it mostly tell Who?" (about people)
2) "Does it mostly tell Where" (location)
3) "Does it mostly tell When?" (time)
4) "Does it mostly tell How?" (the way in which)
5) "Does it mostly tell Why?" (reasons)

Children should know that the main idea is often stated in the first or last sentence of a paragraph but that it can be stated elsewhere as well. They also should realize that the main idea may not be explicitly stated.

Help children learn how to support their contentions for main idea by finding the key idea of each sentence and then seeing if the majority of these ideas support the main idea.

Cognitive Operations

Remember, recall, restate, explain, identify, state or note relationships, associate facts.

Questions

The answers to these questions require rote memory and the ability to put facts together. There is one "best" or "right" answer

Question leads often used are Who? What? Where? When? Which? What? Why? and How?

Inferring

The important thing to remember is that if the answer or idea is explicitly stated the child is being asked to remember, not to infer.

For some children it is difficult to make inferences, especially if most of their time is spent finding answers that are definitely right or wrong. Group discussion in which all ideas are accepted builds confidence. It also helps less able children see the thought processes by which other children arrive at their conclusions.

Cognitive Operations

The child predicts, anticipates, interprets, hypothesizes, deduces, surmises, speculates, discovers relationships, expresses opinions.

Questions

These questions permit more than one acceptable response. Depending on the evidence, however, some ideas may be more acceptable than others. These questions are thought-provoking. They ask the child to solve problems by organizing ideas and events into new patterns that were not clearly recognized before.

These are often called the "What if" questions.

"What might happen if....?"
"What could we do to....?"

Judging

Children are asked not only to understand the author's meaning but to think about the importance or validity of what is said and apply standards.

The child must be helped to develop a questioning attitude toward what he reads, to avoid jumping to conclusions before he has sufficient and reliable data, to support the accuracy of a statement before accepting it as fact.

This is done largely through teacher-led group discussion where children are helped to "think it through."

Cognitive Operations

The child is asked to solve problems which require original thinking, to verify, to value, analyze, use standards to evaluate, categorize information, formulate opinions, justify a choice, defend an opinion.

Questions

Answering questions which require judging asks the child to organize his knowledge, form an opinion, or take a self-selected position, to use evidence or a set of standards. Answers to these questions are not right or wrong or necessarily predictable. They should be justifiable according to personal criteria or evidence.

These questions are often iniated by phrases such as:

"What do you think about....?"
"Do you agree that....?"
"In your opinion....?"

Appreciating

The best way to help children appreciate written material is to share and discuss, formulate stories, plays, poens, etc. The teacher who reads to children often and stops to admire the sound of an alliterative phrase, the word pictures painted by vivid descriptions, the feelings evoked by a particular expression will soon find that his children will be able to express similiar sentiments.

Through class discussion, children can learn to express their emotional reactions and feelings.

Name________________________________ Date________________________

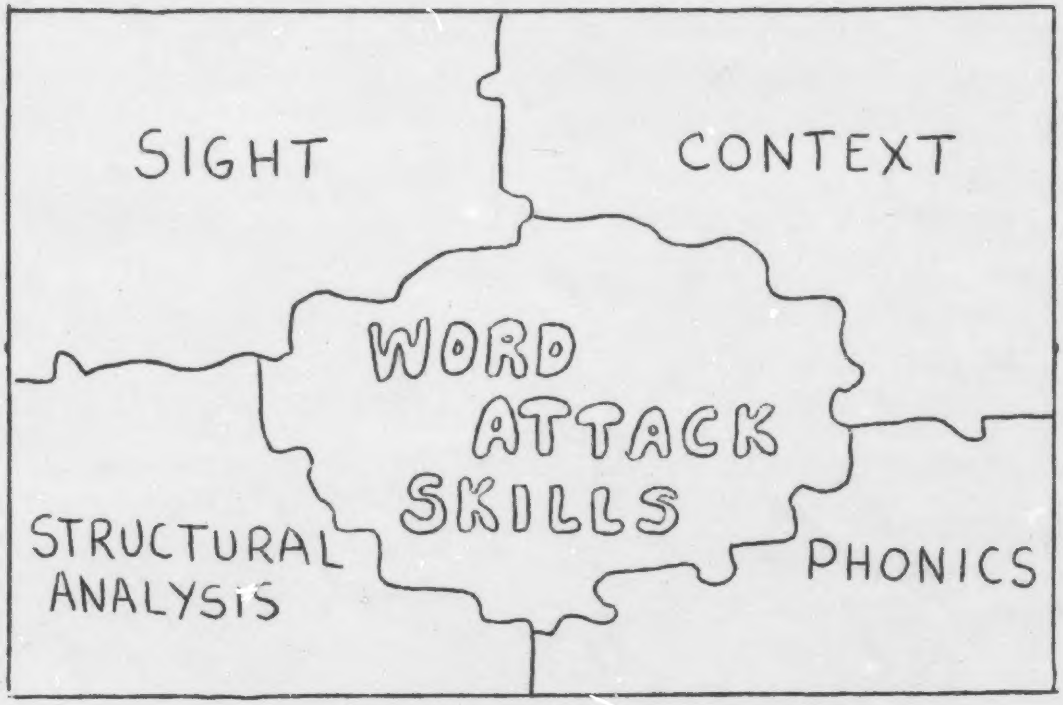
Grade_______________________________ School______________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:


SIGHT
CONTEXT
WORD ATTACK SKILLS
STRUCTURAL ANALYSIS
PHONICS

WORD RECOGNITION

Scope

Word recognition skills are those that help the child decode. These skills can be grouped under 5 major headings:

1. Sight words
2. Context clues
3. Structural analysis
4. Phonics
5. Dictionary

Sight Words

The connotation that sight words are those that cannot be sounded out must be expanded. Sight words are words that a child recognizes in less than 1/10 of a second. To be a proficient reader, a child must recognize all words as sight words. The goal of all other word recognition skills must be to help the child build a sight vocabulary. This does not, however, mean that a child must know every word at sight before he reads the story.

Contractions

Since contractions do not follow a logical pattern of ommissions, it is suggested that contractions be taught as sight words.

Words of Similar Configuration

Visual memory must be sharpened so that words of similar configuration become sight words (e.g. house, horse; bottle, battle, etc.)

Context Clues

The most helpful skill in decoding is the use of context clues to determine meaning. Whenever a child is "stuck" on a word, the child should be encouraged to read to the end of the sentence to discover meaning. New words should be introduced in context, not in isolation.

Structural Analysis

Structural analysis involves using segments of the word (such as prefixes, suffixes, endings, and root words) to decode.

Phonics

Phonics helps children attach sounds to letters. Too much emphasis on phonics creates word-by-word readers. The purpose for teaching phonics is to help the child build his stock of sight words. The teacher should not be satisfied if all the child can do is "sound out" the word. He must encourage the child to make every word he meets a sight word by providing him with the opportunities to do so.

Dictionary Usage

The dictionary is a valuable tool for helping the "older" reader pronounce and spell new words.

The entire scope of the word recognition skills is presented in the following chart.

WORD RECOGNITION SKILLS

SIGHT	CONTEXT	STRUCTURAL ANALYSIS	PHONICS	DICTIONARY SKILLS
(words which the child recognizes in 1/10 of a second)	Uses context to determine word meaning	Understands and Reads: endings plurals endings possessives	Recognizes and Uses: blends vowels consonant digraphs vowel teams variants of C and G	Knows and Uses alphabetical order guide words
Recognizes: contractions as sight words of similar configuration as sight words all words as sight - even those which can be sounded out		Recognizes: prefixes suffixes		Is able to pronounce unfamiliar words by using: pronunciation key diacritical marks accents
		Recognizes Compound Words	Recognizes and Applies: silent letters vowel rules	Recognizes entry word from derived or inflected form
		Recognizes: syllables accents		Selects appropriate word meaning and form to fit the meaning of a sentence.
				Is able to use dictionary to check spelling: etymology syllable abbreviations

Sequence

As can be seen from the preceding chart, there is no definite sequence for the introduction of skills. Word recognition skills are to be taught as they are needed with the understanding that not all skills are needed by all children to decode. Furthermore, children should not necessarily be required to master one skill before going on to the next. Skills tend to reinforce each other. Many children who cannot learn the letter "a" in isolation have more of a chance of getting the point if they are exposed to a variety of on-going activities for skill development.

The only reason for teaching word recognition skills is to help the child read. If the child is already reading, there is no reason for teaching the skills. Unlike thinking skills, which must be brought to the conscious level if they are to be used and refined, word attack skills gradually sink to the subconscious level as the child becomes a proficient reader. The teacher must be aware of this and realize that if the child reads words with blends he does not have to be able to recognize or pick out the blends *per se*.

Furthermore, if the child can read passages at the independent level (see: Assessment) from the beginning and end sections of the basal, he has the word recognition skills presented in that level. Do not drill him on the skills or make him go through the corresponding workbook pages. Instead, let him read the book independently and go on to the next level for instructional purposes.

In short, the sequence of skill introduction is determined by the child's needs, not by his grade level or by the teacher's manual.

The Teaching of Word Recognition Skills

Most teachers have been teaching word recognition skills long enough not to need a step-by-step guide for doing so. Instead the following suggestions are made.

Start Out With Handwriting

Children want to write before they want to read, so spend the first few weeks of school on handwriting. Letters and sounds are learned and eye-hand coordination is improved.

Use Multi-Sensory Techniques

Most children learn best when they have a chance to use all their senses simultaneously. Therefore, when introducing skills teachers should follow a pattern like this:

1. Teacher says (cat) and writes (cat) on the board
2. Child sees (cat), hears (cat) pronounced, says (cat), writes (cat), then reads (cat).

Provide for Physical Movement

Research shows that gross body movement aids retention. Teachers should think of appropriate body movements to accompany skills learning activities.

Consolidate Instructional Steps

1. Eliminate unnecessary "readiness" materials. Instead of making circles and squares, start children right in matching letters.

2. Teach letter names and sounds at the same time. Learning Ā ă together saves half the time.

3. Teach vowels along with consonants. One series introduces "n", "p", "a", "i" as the first four letters so that right at the beginning of instruction children are able to write and read the following words: in, an, pin, pan, nip, nap.

4. Get children into books immediately. The youngsters came to school to learn to read and they feel cheated when reading turns out to be nothing more than a lot of "grunting and groaning."

Teach them a few sight words and let them read. Note the following list of words. They are all a child has to know to be able to read independently at the preprimer level.

Preprimer Starter List [1]

a
and
can
down
go
here
I
in
is
like
little
me
my
not
play
see
something
the
to
up
with
you

---

[1] LaPray, Margaret. Teaching Children to Become Independent Readers. N.Y.: Center for Applied Research in Education, Inc., 1972, p. 192

5. Use your own judgment as to what other time-saving steps could be taken.

Provide Many Opportunities to Apply Skills in Various Ways

1. Help the child develop the flexibility necessary so that they can reassemble word parts to form new words. Practice such as the following are helpful, provided that meaning is preserved by putting new words formed into context for the child to decode.[1]

1. Initial Substitutions
    - a. consonants: turn, burn
    - b. consonant clusters: drag, brag, churn
    - c. vowels: ate, eat
    - d. prefixes: return, unturn
2. Final Substitutions
    - a. consonants: turn - turf, win - wit
    - b. consonant flusters: with, wish
    - c. vowels: now, no
    - d. suffixes: wishing, wishful
3. Medial Substitutions
    - a. consonants: leader, leaper
    - b. consonant clusters: churchless, mirthless
    - c. vowels, cat, cot
    - d. syllables: concerted, contented

2. Also remember to have the child READ! READ! READ!

---

[1] La Pray, Op. Cit, p. 77

Assessment

In regard to word recognition skills there are four levels of learning that the teacher should be aware of:

1. Matching - the child matches man man for
2. Locating - the child tell which word is "man."
   man put for
3. Decoding - the child sounds the word out or recognizes similar word parts.
4. Applying - the child writes or reads the word automatically without deliberate thinking

Matching is the lowest leven, then locating and decoding. The concept of mastery presented throughout this Curriculum Guide is one of application.

The test of mastery of any word recognition skill is the child's automatic response to words. Can he read?

WORD PACKETS

The following list of words is grouped according to specific sounds. Write each word on a flashcard and place each specific group in an envelope. In this way, words can be used as vocabulary flash cards, dictation words or phonics drill cards.

These packets will familiarize the children with sounds and increase their sight vocabulary. The long a, for example, may be written -a-e, ay or ai. With drill the children will learn the various patterns.

The packets may be used by

1. the teacher for instructional purposes
2. the children in a small group activity
3. individual children for drill

ă	ĕ	ĭ	ŏ	ŭ
am	help	big	stop	jump
an	red	in	got	run
and	get	is	hot	up
at	yes	it	not	but
can	ten	did	of	cut
ran	best	him	doll	us
as	pet	if	top	just
black	then	his	fox	much
fast	went	sit	pond	hut
had	hen	with	spot	duck
has	next	its	block	must
ask	bed	six	clock	bus
that	dress	wish	shop	sun
back	send	this	shot	truck
cat	end	bit	drop	lunch
man	desk	him	pot	such
sat	egg	nit	hop	nut
glad	let	bib	mop	under
hat	met	kit	pop	fun
last	net	pit	dog	bun

ā	ē	ī	ō	ū
make	he	nine	go	use
came	me	like	so	unit
ate	we	ride	no	unicorn
made	be	five		unite
gave	she	white	nose	
take		time	rope	mule
gate	see	fine	home	fumes
name	sleep	fire	broke	fuse
	sheep	drive	hole	cute
play	beep	hide	hope	cube
away	bee		joke	
may	green	fly	rode	(o͞o)
today	seat	by		glue
say	eat	why	grow	tune
stay	read	try	row	blue
	clean	shy	bow	true
	please	dry	show	Sue
train	cream	sky	low	fruit
paint	beach	my		suit
wait				juice
pain		light		cruise
rain		night		bruise
stain		bright		
		fight		
		high		
		sign		

all	aw	ar	ou	ow
call	saw	farm	out	down
fall	draw	barn	our	brown
tall	paw	far	about	how
small	straw	yard	around	how
ball	claw	start	found	town
hall	lawn	arm	around	crowd
wall	raw	cart	house	crown
stall	crawl	hard	shout	plow
		park	count	growl

or	er	ir	ur	oy
for	her	first	hurt	boy
or	after	birth	turn	toy
corn	under	dirt	burn	joy
storm	better	girl	curl	enjoy
north	never	third	fur	Roy
horn	germ	shirt	curb	
cord	term	sir	burst	
short	fern	firm		
sport	were	skirt		
porch	herd	chirp		
cork				

oi	oo	oo	au
point	look	soon	Paul
boil	good	pool	haul
spoil	book	too	August
join	wood	food	taught
coin	foot	moon	caught
oil	cook	zoo	because
coil	hook	tool	
broil	took	hoop	
soil			

Name________________________________ Date_________________________

Grade_______________________________ School______________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

ACTIVITIES

NOW THAT I KNOW HOW - I CAN AND WILL BE SUCCESSFUL WITH THIS TASK.

CRITERIA FOR SELECTING ACTIVITIES

Effective Activities Satisfy READERS

Readily statable Objectives

Educational Validity

Active Application and Use of Skills Taught

Development of Productive Attitudes

Economical Use of Pupil Time

Responses Which Yield Necessary Feedback

Suitable Tasks for Divergent Developmental Levels

Readily Statable Objectives

Every activity should have a clear cut purpose which is understood and can be stated both by the teacher and the child. Children should not be asked to learn skills for which they have no use.

Educational Validity

a. The activity should teach the skill stated. Beware of activities which state that they are teaching the children to make inferences, draw conclusions, predict outcomes, etc. when in fact all they are really asking the children to do is remember details from the story just read.

b. The activity should be appropriate for teaching the skill stated.

   1. Since we learn by speaking, paper and pencil activities would not be appropriate for developing oral language skills.
   2. Asking a child to do a worksheet on using an index does not teach the child how to use an index. What is needed is actual practice in using an index in a real-book, real-purpose situation.

Active Application and Use of Skills Taught

Responses should require students to actively use and apply the skills taught. The child should describe or state in his own words rather than circle, underline or fill in the blanks. Pupils should be able to be as creative in completing activities as teachers were in writing them.

Development of Productive Attitudes

a. Activities should instill a love of reading

b. Activities should encourage children to view reading as thinking and not:

   1. Decoding
   2. Guessing
   3. Finding the one best answer
   4. Matching, circling, underlining, filling in the blanks.

c. Activities should encourage children to:

   1. Read and follow directions
   2. Take pride in learning and accomplishing a task
   3. Finish what they start

Economical Use of Pupil Time

Eliminate activities that are a waste of time. Activities which waste time are those which

a. do not fit established criteria.

b. require students to spend a disproportionate amount of time on relatively unimportant aspects of reading.

c. require children to do tasks for which they are not ready or do not have the skills.

d. drill on skills the child already uses and knows well.

Responses Which Yield Necessary Feedback

Planning a successful educational program depends on usable feedback. Responses must show both teacher and pupil

a. what the child has learned.

b. how he arrived at his answers.

c. how well he has learned or how well we have taught.

An answer sheet that looks like the following:

[✓ YES] NO
YES [✓ NO]
YES [✓ NO]

gives the teacher none of this information. The teacher does not know whether the difficulty stems from his methods of instruction, confusion resulting from the assignment, or the child's failure to grasp an important concept. Responsible instruction can not occur without this feedback.

Suitable Tasks for Divergent Developmental Levels

Assignments should be differentiated to meet individual needs. All children should not necessarily be expected to do

a. The Same Activities - children should not be asked to drill on skill they use or know well. Neither should they be asked to do tasks for which they are not ready or do not have the necessary skills.

b. The Same Quantity of Work - asking all children to "complete four worksheets before recess" fails to develop productive attitudes.

c. The Same Quality of Work - each child should work at a level where activities are challenging and thought provoking but not frustrating. Each child should feel he has done his best work. The child's "best" should be good enough.

Examples of Activities that Fit Activities

The first letter of each of the seven criteria presented above form the anacronym READERS. Following each activity in this section is an explanation of how the requirements of READERS are met.

Write a Story Ending (Predicting)

Have a child read part of a book. Stop at the most exciting part. Then have the child write the rest of the story. What does he think is going to happen? Afterwards, have the child finish reading the story and compare his ending with the author's ending.

Or:

Entend this activity to a group situation. Have several children read part of the book and write their own endings. Have everyone compare their writing with each other and why they chose their ending. What in the story made them end their story that way?

This activity satisfied READERS:

R - The purpose is clear - to predict outcomes

E - The activity is appropriate only if the child has not finished the book, but has only read to the most interesting part.

A - The child is putting his responses in his own words and being creative.

D - The child is doing his own thinking. He is not just circling, underlining, or filling in the one best answer. Since there is no one best answer, all children will be able to make a contribution which helps them take pride in their work.

E - This activity is useful as it requires the child to spend time on an important aspect of reading - predicting.

R - The child compares his endings with others. He will learn how the others arrived at their predictions and will have to back up what in the story made him choose his conclusion.

S - Every child will be reading and writing at his own level. The child will be able to write as much or as little as he he is able.

Vocabulary (Descriptive Language)

The pupil or teacher puts a picture on a bulletin board. Pupils put up as many words as they can think of or find to describe the picture. Children can also categorize these words: sight - sounds - feelings, etc.

This activity satisfied READERS:

R - It is clear cut. The children know they are learning new words that they will be able to use.

E - The activity is sound. It builds new vocabulary.

A - Children are able to use their own words and learn from their peers.

D - The children must think of their own words.

E - The activity is useful yet short, successful and uncomplcated.

R - The child puts his words on the board for all to observe, discuss and learn from.

S - The children put up words as they think of them or as they find them. The board can be changed often.

Dolch List Tachistoscope (Vocabulary Development)

Divide the Dolch List into random groups of ten. Type or write them up on cards that will fit into a tachistoscope. Number the cards in sequence. The child must recognize all the words on one card in ten seconds. He must write each word in a sentence or paragraph before going on to the next card. The child may chart his own growth. The activity may be extended to basal vocabulary.

This activity satisfies READERS:

R - The purpose of the activity is to provide practice in having the child recognize sight words in 1/10 of a second.

E - The activity gives practice and encourages a sight vocabulary.

A - The child must apply what he has learned by using the words in a sentence.

D - The child's rate of progress is entirely up to him.

E - The new sight vocabulary will help him in his oral reading.

R - The child's success is evident to the teacher in his oral reading.

S - The child may progress at his own rate. The activity may be extended to many different levels.

My Word Box

The child keeps a file box of all new words he encounters. He writes the new word on one side of an index card and on the other side either a picture or a key word or words which will hel him remember the pronunciation and meaning. Depending on the level, the child may be introduced to alphabetical order this way

R - The purpose is clear-cut. The child is building his vocabulary.

E - The activity is appropriate for the skill being taught.

D - The child is encouraged to think of new words and clues to help him remember the words.

E - The activity uses time economically - it helps the child develop language and vocabulary for future work.

R - The teacher and child are both able to see progress as the file grows.

S - Each child is able to build a file at his own level.

My Personal Dictionary or Thesaurus
(Alphabetizing and Vocabulary Development)

The child writes words (new, interesting, funny) and illustrates them or writes his own definition or sentence. The activity is on-going as the child may add to it each day or as he wishes.

The child may write synonyms for a given word, such as go. He then illustrates or writes a definition. The child may use this when hie is writing.

R - The child is building a vocabulary

E - The child is learning to increase his vocabulary because he is continually adding to dictionary.

A - The child is adding new words as he finds them. He is defining the words in his own terms.

D - The child has a sense of accomplishments as he sees his dictionary grow.

E - There is no waste of time. The growth of vocabulary is measured by amount of words in the dictionary.

R - Both the teacher and the child are immediately aware of what he has learned by the knowledge of the words he is using.

S - The child is able to progress at his own rate. A variety of responses - pictures or words - are acceptable.

Make a Class Address Book (Alphabetical Order)

The child will list the children in the class in alphabetical order by last name. Either by asking or using a telephone directory to insure correct spelling, he will find out and list the addresses and phone numbers for each child.

This activity satisfiec READERS:

R - The purpose is to give practice with alphabetical order.

E - The activity requires the child to use alphabetical order.

A - The child is actually applying the skill.

D - The child is developing a useful product which helps to increase effective attitudes.

E - the child's time is well spent.

R - Both the teacher and the child can readily see what the child has learned.

S - This activity is an individual project for those who need it or want to do it.

Organizing (Following Directions)

Let's Make Peanut Butter Creams!

Gather materials:
- a) measuring cup
- b) measuring spoons
- c) cookie sheet

Gather ingredients:
- a) ¼ cup confectionary sugar
- b) 1 cup chocolate chips
- c) ½ cup sweetened condensed milk
- d) 1 cup peanut butter

Directions:
- a) mix sugar and chocolate chips
- b) add milk and stir
- c) add peanut butter and stir
- d) drop onto cookie sheet by spoonful
- e) chill for 20 minutes

This activity satisfies READERS:

R - The purpose of this activity is to follow directions.

E - This is a real situation in following directions.

A - The child is asked to apply the directions he has read by doing the activity.

D - There is no way the child can complete this activity without reading the directions thoroughly.

E - The child has a finished product at the end of this activity.

R - The product is the test of the child's accuracy.

S - If the child can't read the directions, they can be given orally.

EXAMPLES OF ACTIVITIES THAT WASTE TIME

Activities that do not fit READERS waste time. It becomes obvious that many workbook pages do not meet the criteria established for good learning activities. Too often the child is asked to perform mindless tasks of circling, underlining, or filling in the blanks. He is not aware of why he's working on a page or what he's learning. The teacher on the other hand has no way of knowing how well he's taught or how well the child has learned. Workbook pages or worksheets such as the following are useless and should be discarded.

a. Circle all the endings:
   looking
   jumping
   playing

b. An activity which asks the children to mark all the long and short vowels in the words they already know. If the child can already read the words, what is the purpose of marking vowels?

c. A workbook page which asks the children to recall facts which already have been discussed is an unnecessary waste of time.

The following are examples of workbook pages that do not fit the standards of READERS with explanations as to why.

> Don was dressed and ready for the
>
> train before Nancy was.
>
> What ending do you see?..ed........
>
> What vowel sound do you hear?
> me met her

(From Scott Forsman More Friends Old and New, page 50)

This page is supposed to teach endings. It is invalid as it does not meet some of the READERS standards:

R - Would the teacher or child know the purpose of this page if it was not stated in the manual

E - If an activity does not fit the stated purpose it is not valid.

A - The child does not have to actively apply any skill that he has learned but only has to see and reproduce endings.

D - This assignment doesn't encourage productive attitudes. The child doesn't even have to read the sentence to complete the assignment.

E - The activity does not teach the skill - it wastes time.

R - The activity doesn't encourage responses which yield feedback. The teacher is not able to analyze how the child arrived at his answers. The activity encourages guessing.

S - The activity is expecting the same quality and quantity of each child.

Read each sentence and look at the underlined word. Then look at the word below the sentence. Put the numeral 1 or 2 after each word to show the number of syllables the word has.

Penny could see her cat on the roof near the chimney.
chimney.......

Sandy hoped the new boy would be his friend.
friend.......

(From Scott Forsman - Roads to Follow, page 7)

This activity is supposed to teach syllables. It is invalid because it does not meet READERS standards:

R - The purpose is to teach syllables.

E - The purpose is valid - the method is not.

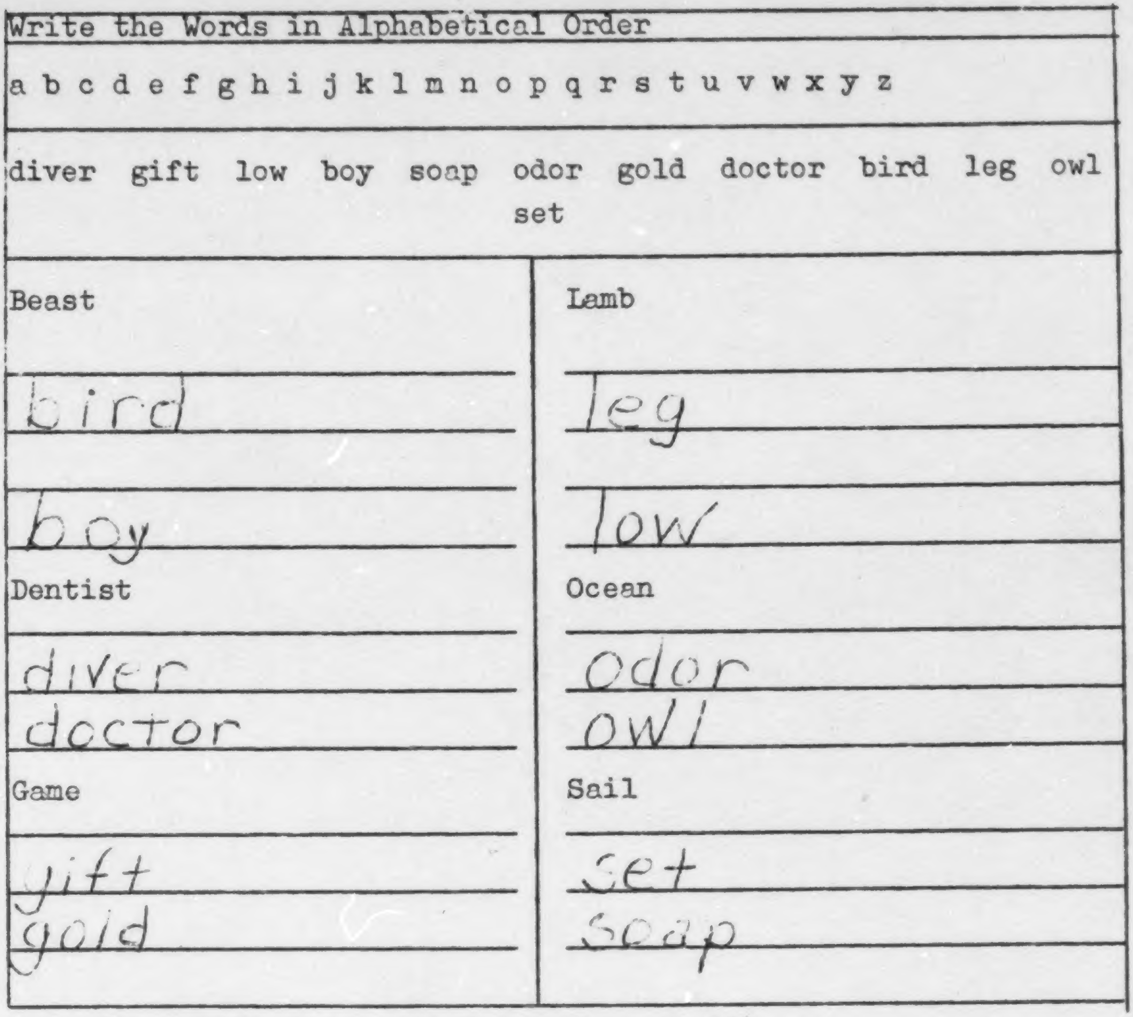
A - The activity doesn't encourage an active application of the skill. The response called for is passive and doesn't necessarily require thinking.

D - The activity doesn't encourage productive attitudes. There is really no clear cut reason for reading the sentences. The child can guess without any concern for accuracy. Therefore why should he follow the written directions?

E - The activity involves guessing and not applying and is therefore a waste of time.

R - The responses given don't tell you whether or not the child has guessed or learned the skill.

S - Drill is not necessary if the child already is able to divide words into syllables.



Write the Words in Alphabetical Order

a b c d e f g h i j k l m n o p q r s t u v w x y z

diver gift low boy soap odor gold doctor bird leg owl set

Beast	Lamb
bird	leg
boy	low
Dentist	Ocean
diver	odor
doctor	owl
Game	Sail
gift	set
gold	soap

(New Scott Forsman - Level 5, page 19)

This worksheet is supposed to reinforce alphabetizing. It is invalid because it does not meet some of the standards of READERS.

R - The purpose is to reinforce alphabetizing.

E - The purpose is valid - the method is not.

A - This activity involves guessing and filling in the blank. There is no actual thought processes involved or needed.

D - There is no development of a productive attitude. The child may guess to arrive at an answer.

E - The activity doesn't involve thinking so is a waste of time.

R - The teacher is not able to evaluate how or if the skill has been learned.

S - To make the activity suitable for another level the teacher would have to make another worksheet.

> If you heard that the branches of a tree
> grew two feet longer in one night, should
> you believe it?   Yes   No

This activity is supposed to teach a child to make judgments. It is not valid because it does not meet some of READERS standards.

R - The teacher and child do not readily see the purpose of this activity

E - The activity is not asking the child to make judgments but only to choose one judgment that someone else has made.

A - The response is merely circling Yes or No without the possibility of explaining reasons for the answer chosen.

D - This activity encourages guessing and does not in any way promote thinking and therefore teaches the child not to read in a thoughtful way.

D - There is no thought put into the activity therefore it is a waste of time.

R - There is no way for the teacher to evaluate how the child arrived at his answers.

S - It is not suitable for different levels.

> YES   NO   8. "We will take this dog," said Mother.
>
> (Inferential comprehension: Making judgments)

(From Ginn 360 - Level 5 - May I Come In? - page 73)

This activity is supposed to teach inferential comprehension: making judgments. It is not valid because it does not meet READERS standards:

R - The stated purpose is making inferences and judging. The real purpose is merely recall, as it asks the child to remember what went on in the story.

E - The stated purpose is not the real purpose.

A - The activity merely involves circling other people's choices and not applying any skill the child has learned.

D - The activity does not encourage the development of productive attitudes. It encourages the child to guess.

E - It is merely circling answers and is a waste of time.

R - There is no way to determine how the child has arrived at his answers, how well he has learned or if he has learned.

S - The activity is expecting the same quality and quantity from each child.

Reading Definitions

Animals

kid kids

A kid is a baby goat

koala koalas

A koala looks like a little bear

Koalas live in trees

1. I look like a little bear. What am I, a koala or a monkey?
a koala
2. I have a loud roar. What am I, a kid or a lion?
a lion

(From New Scott Forsman - Level 5, pages 26 & 27)

This page is supposed to teach the child to read for different purposes. It is not valid because it does not meet some of the standards of READERS:

R - The stated purpose is reading for different purposes. The child doesn't even have to read the selection to answer the questions.

E - The purpose is valid but the method is not.

A - The child doesn't have to apply the stated skill to answer the questions.

D - The activity doesn't encourage productive attitudes. The child doesn't have to read the definitions to answer the questions.

E - The activity does not meet the criteria and is therefore a waste of time.

R - The activity doesn't provide feedback which helps the teacher determine what and how well the child has learned.

S - The activity is not readily suitable to different developmental levels.

ACTIVITIES THAT CAN BE AMENDED

Not all workbook pages, however, are useless. There are pages that can be extended or modified to provide a more valid learning experience.

For example:

a) An activity that asks a child to underline the main idea can be improved by having the child explain the steps he took to arrive at his answer.

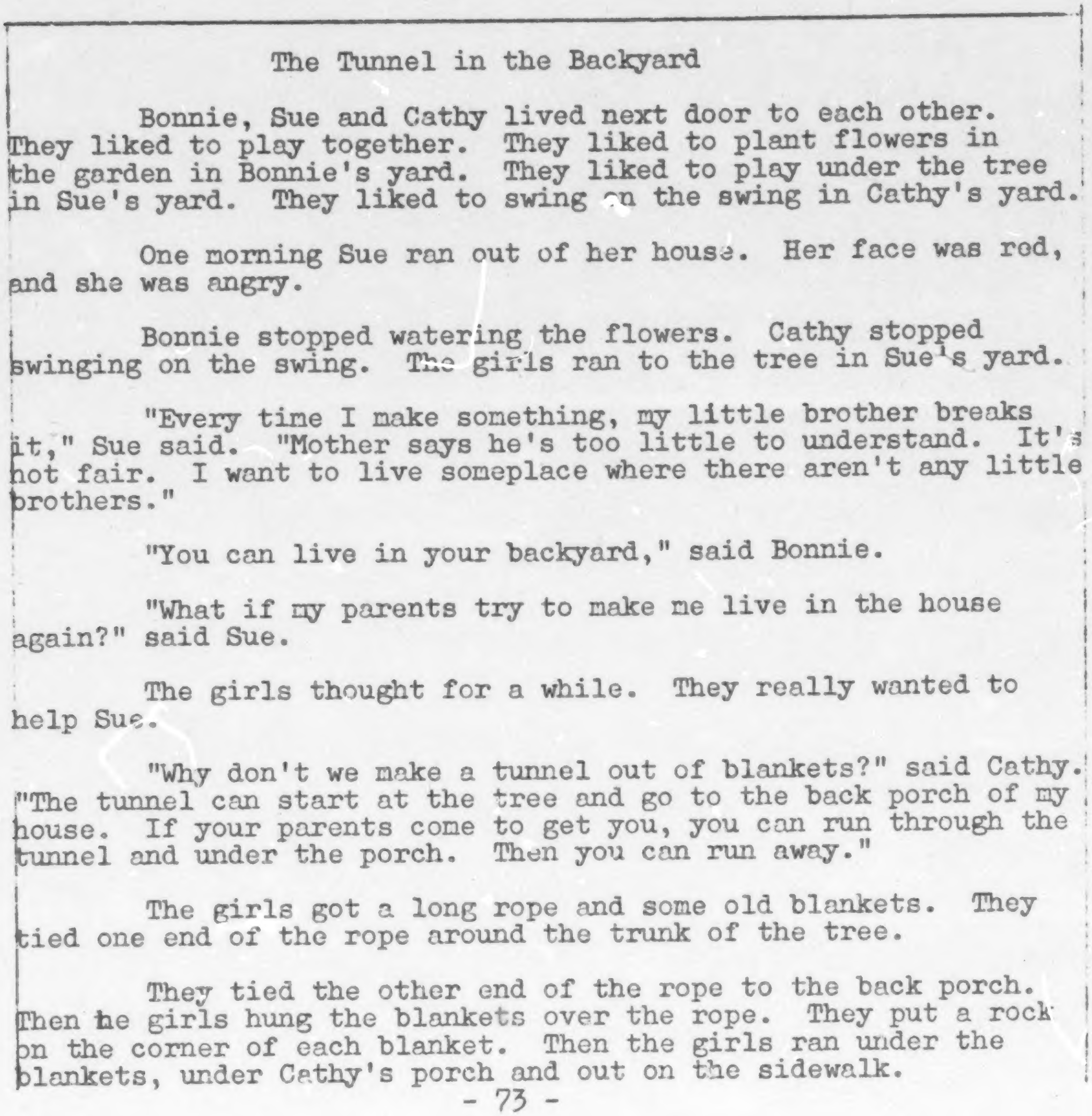
b) The following workbook page could be made more meaningful by asking the child to write 5 sets of opposites not already used above.

Match the Opposites

dog	in
up	cold
out	cat
hot	down
black	white

c) Many workbooks have good stories in them but the questions are bad. The child is merely asked to recall detail or check events which ahppened. These pages can easily be used just by changing the questions that are asked following the story.

The following are examples of workbook pages that can be amended to fit the standards of READERS. A full explanation tells how.



The Tunnel in the Backyard

Bonnie, Sue and Cathy lived next door to each other. They liked to play together. They liked to plant flowers in the garden in Bonnie's yard. They liked to play under the tree in Sue's yard. They liked to swing on the swing in Cathy's yard.

One morning Sue ran out of her house. Her face was red, and she was angry.

Bonnie stopped watering the flowers. Cathy stopped swinging on the swing. The girls ran to the tree in Sue's yard.

"Every time I make something, my little brother breaks it," Sue said. "Mother says he's too little to understand. It's not fair. I want to live someplace where there aren't any little brothers."

"You can live in your backyard," said Bonnie.

"What if my parents try to make me live in the house again?" said Sue.

The girls thought for a while. They really wanted to help Sue.

"Why don't we make a tunnel out of blankets?" said Cathy. "The tunnel can start at the tree and go to the back porch of my house. If your parents come to get you, you can run through the tunnel and under the porch. Then you can run away."

The girls got a long rope and some old blankets. They tied one end of the rope around the trunk of the tree.

They tied the other end of the rope to the back porch. Then the girls hung the blankets over the rope. They put a rock on the corner of each blanket. Then the girls ran under the blankets, under Cathy's porch and out on the sidewalk.

"I think the tunnel will work," said Sue. "I'm going to start living in the backyard right now."

Bonnie, Sue and Cathy played in the yard all morning. They ran through the tunnel and under the porch.

"I have to go home for lunch," said Bonnie. "Then we're going downtown."

"I have to go home too," said Cathy. "We're going to visit grandma."

"I'm not going anywhere. I'm going to stay out here," said Sue.

Sue sat outside all afternoon. There wasn't anyone to play with. There was nothing to do. Everything she wanted was inside the house. She was hungry too.

Finally Sue's mother called to her. "Dinner is ready. Don't you want to come in and eat?"

"I don't want to live by myself any more," said Sue. And she went into the house.

* * *

1. What did the girls like to do together?
2. Why was Sue angry when she ran out of her house?
3. Where did Sue say she wanted to live?
4. What did the girls use to make a tunnel?
5. How did Sue feel in the afternoon?
6. Why did Sue go inside when her mother called her?

(From New Scott Forsman - Level 6 - Masters 3-4-5)

All the questions are just recall. In order to modify this page the questioning would have to be at a higher level. For example:

1. If you were Sue how would you solve the problem of the little brother? Tell why.

2. Suppose Sue's friends thought it was wrong for her to move out, how could Sue convince them she was right?

3. What do you think Sue learned from her experiment with the back yard house?

R - The purpose of the activity is to infer and make judgments about a written selection.

E - The activity is appropriate to the skill.

A - The child is asked to apply the skills he is using.

D - The activity develops productive attitudes. It asks for the child's opinion.

E - The activity meets the critera.

R - It is easily judged what the child has learned.

S - The activity is not asking the same quality and quantity from each child.

What or Why?

Eric asked his dad if he could go fishing with him. "No!" said his dad. "I'm leaving at 5:00 in the morning. You have trouble getting up at 7:30 on school days." But Eric kept asking. Finally, his dad said that Eric could go if he was ready at 5:00.

Eric went to bed at 9:00. He wound the clock and set the alarm for 4:00.

When Eric woke up, the sun was shining. He looked at the clock. It was 8:30!

What happened?

Eric forgot to set the alarm ___
He slept through the alarm ___
The clock stopped ___

(From New Scott Forsman, Level 5, page 18)

This activity is supposed to teach the child to infer meaning from a written paragraph. But the child is merely asked to choose what someone else has inferred.

To amend the activity simply cut off the choices and have the child tell in his own words - What happened?

R - The purpose of the activity is to infer meaning.

E - The method of accomplishing the skill is now valid because the child is asked to create his own answers.

A - The child must apply the skill being taught.

D - It is developing productive attitudes because the child's opinion is being asked.

E - The activity fits the criteria.

R - The responses are easily evaluated.

S - The activity is not asking the same quality and quantity from each child.

Each of these can be a name for a set of sentences below.

Write the matching letter in the right blank.

a. Taking Stanley for a Walk
b. William and His Bicycle
c. Lucy and Her Cat
d. William and Lucy Keep Watching
e. A Family Moves In

_______William liked to ride his bicycle. Every day he rode his bicycle to school. Sometimes William would let a friend ride on the bicycle with him.

(From Ginn 360, Level 7, The Dog Next Door, page 14)

The stated purpose of this worksheet is to give practice in inferring the main idea. According to READERS, it does not meet the standards. The child is not encouraged to develop productive attitudes. There is no real thinking involved, merely finding answers already given.

This activity can be modified by leaving out (or cutting off) the top section. Children can then write (or draw) their own sentence, picture, or title for each short paragraph - noting main idea. The activity now fits the READERS criteria.

R - The child must infer the main idea.

E - The child is practicing reading for main idea.

A - The child's response requires him to state, in his own words, the main idea.

D - The child must read and think to write the main idea.

E - This activity is a short practice in finding main idea. It is a quick practice and reinforcement.

R - The response shows the teacher how well the child understands the main idea.

S - The child is given opportunity to express the main idea in a variety of ways. The child will, therefore, pick the mode of expression which is more natural to him.

WHAT MAY HAPPEN NEXT?

For each paragraph write the number of the sentence which tells what could have come next. You may write more than one number on a line.

A. Four-year-old Jane had lost her mother in a large store. A man saw her crying. __2__

B. Jeff forgot his lunch money one day. When he got to school, he remembered that his money was at home. __2__

- -

1. Jeff said, "If I start now, I can walk and get there in time."
2. The man said, "Don't cry. We alsays find children's mothers for them."

(From Ginn 360 - Level 7 - The Dog Next Door, page 34

This worksheet has stated its purpose as predicting outcomes. The responses are given, however, at the top of the page and the child has no chance to actually predict the outcome.

This activity can be modified by leaving out (or cutting off) the bottom section. The child can then predict what may happen next - using his own imagination and skill. This worksheet now fits the READERS criteria:

R - The child must predict outcomes.

E - The worksheet gives situations and now asks the child to tell what may happen next.

A - Response requires student to actively apply skill taught - i.e. the child states outcome in his own words.

D - The child must read the story and think through his prediction.

E - This worksheet is an economical use of pupil time as it requires thoughtfulness to perform, yet there is reading and application throughout.

R - The response will be evidence of what the child has learned.

S - Since there are different modes of expression and no one correct answer, this is suitable to a variety of levels.

Different Kinds of Turtles

Green sea turtles live in warm oceans. They have brown shells. Sea turtles are big. Some weigh over 100 pounds.

Many people used to hunt green sea turtles. People killed so many turtles that there were very few left. Now a law protects the turtles from hunters.

Map turtles live in lakes and rivers. The marks on their shells look like road maps. Map turtles have a yellow spot next to each eye.

Map turtles eat snails and crayfish. They like to sit in the sun.

Softshell turtles live on the bottoms of rivers. Their soft shells are brown like the mud in the river. The shells look like pancakes with spots of syrup on them.

Softshell turtles breathe air through their long noses when they are underwater. The turtles are good swimmers.

- -

You have read about three kinds of turtles. Some phrases that describe the turtles are listed below. Write each phrase under the name of the turtle it tells about.

---

sit in the sun
look like road maps
look like pancakes
live in warm oceans
have soft shells

Green Sea Turtles: live in warm ocean

Map Turtles: sit in the sun
look like road maps

Softshell Turtles: look like pancakes
have soft shells

(From New Scott Forsman - Level 6 - pages 24-25)

This activity is supposed to teach organizing. It is not asking the child to think about what he has read but only to find a given phrase in a paragraph. There is no application of the skill. It is not encouraging productive attitudes. The child can answer the questions without reading the article.

To amend the activity, have the child read the article. Have him list pertinent details about the three kinds of turtles discussed. Compare similarities and differences.

R - The purpose now is to organize to help the child compare and contrast the material read.

E - The activity is appropriate to the skill.

A - The child is required to apply the skill being taught.

D - The child is asked to think about answers rather than just quessing.

E - The activity is not a waste of time because it is asking a child to use a skill.

R - The response is able to be evaluated by the teacher.

S - The activity is not asking the same quality and quantity from each child.

SUGGESTED ACTIVITIES AND BOOKS

Comprehension

The following suggestions are just a few examples of the types of activities that teach the different comprehension skills.

Notice that:

1) Discuss and share are important aspects of many activities
2) Many of the activities can be done individually by pairs of pupils, or by groups of children.

Only a few activities are listed for locating and organizing for the following reasons:

1) They are fairly easy to find
2) These thought processes are contained in almost all the activities requiring higher thought processes.
3) Usually the child does not have to locate or organize information unless he is going to make inferences or judgements.

Locating and Organizing

Charts, graphs
    locating
    comparing

Compare heights, weights, numbers of brothers and sisters, etc.

helpers, attendance charts

Menus, newspapers, catalogues

locating	comparing & contrasting
organizing	
classification	

Give the child so much money. What would you buy for lunch, for a weekend camping trip, for your family for Christmas. Children can then classify items under various heading (meat, fruit, fish, poultry; things to wear, toys, beauty aids, etc.)

TV Guides

locating
sequence

Which comes first, later-Mannix or Jeannie? At what time is MASH playing? What day? Plan your TV watching for an hour, a day, etc. What would you miss if you watched the 6 o'clock news?

Junkyard

organizing, planning, problem solving

materials - children may bring in any "junk" i.e. milk cartons, egg cartons, paper towel rolls, styrofoam used for packing, etc.

Directions - Child may pick one piece of junk to work with. (Other materials such as paper, scissors, glue, yarn - can be provided at another table). Children are asked to make anything they'd like. If they need more "junk" they should be encouraged to find another child who has what they need and pair up with him/her.

Worksheet

remembering, re-reading for detail

The child reads a story about rabbits (or any familiar subject). List 10 questions for him to answer.

The child may pick between:

YES NO DOES NOT SAY

Child must circle the correct answer from memory and then check his answers by giving the page where the answer could be found.

	YES	NO	D.N.S.
eg. 1. Rabbits are cuddly pets	✓		
2. Rabbits eat carrots		✓	
3. Rabbits are smart animals			✓

Note: #3 can not be verified in the story, therefore the only correct answer could be D.N.S.

Songs and Poems

remembering, sequence of numbers

1. Ten Little Indians
2. Band of Angels
3. Three Crows
4. One Potato, Two Potato
5. One, Two, Buckle My Shoe

remembering, sequence of items or objects

1. 'Old MacDonald Had a Farm'
2. The Farmer in the Dell
3. Sally's Hammer
4. This Old Man
5. The Mulberry Bush
6. The Wheels on the Bus
7. I Know an Old Lady Who Swallowed a Fly.

I'm Going to China

remembering sequence
listening
alphabetical order

All children may play. The first child says, "I'm going to China and I'm going to take (something beginning with "a") apples." Next child says, I'm going to China and I'm going to take apples and (something beginning with "b") boats." The next child says"I'm going to China and I'm going to take apples, boats, and (something beginning with "c") cats. Each child must repeat everything that's been said in order and add a word that begins with the next letter of the alphabet.

Inferring

Cartoons

1) inferring main idea

Have the child read a cartoon in which the main idea is not stated. Have him write a title or explain the main idea. Discuss and share his opinions with classmates.

2)inferring sequence of events

Have read an appropriate cartoon then have the child write a story or draw a cartoon to show what went on just before this particular cartoon event. Discuss - share the "whys" with others.

Jokes

inferring main idea

Tell jokes which require the children to "get it".

Puns

inferring meaning

Write and discuss "Puns".

Stories

inferring main idea

Ask children how many new, yet appropriate, titles they can make up for the story Hansel & Gretel.

Change the beginning of the story, the end of the story or a major part of the story. Ask the child to tell, draw or write how the rest of the story (or a part of the story) might change. Discuss and share.

Read Little Red Riding Hood. The Three Little Pigs. Compare the wolves. How are they alike and how are they different? Discuss and share.

What would you have done differently if you were the wolf in either story? Tell why. Discuss and share.

Read Aesop's Fables (or other appropriate stories). Have the children figure out the moral. Discuss reasons, for example have the children read the story of the Ant and *the Grasshopper* beforehand. Conduct discussion with questions such as "If you were the ant, how would you have dealt with the grasshopper at the end?"

Boardword

List sentences containing figures of speech on the board. have the children illustrate the *literal* meaning of the words (that is, what they say). Then illustrate what was meant.

eg. The girl had "roses in her cheeks". The child would draw a girl with real roses on her face. then he'd draw a little girl with pink cheeks.

Questioning

1. How many different and unusual ways can we use an apple?
2. What 2 things in our classroom can we put together to make something new?
3. Using only a volleyball and waste basket, make up a new game.

Suggested Books

Everybody Eats - by Green, Scott

The Country Noisy Book - by Brown, Scott

Homes - by Virginia Parson

Who Lives Here? - by Pat & Eve Witte

I am Andy - by Charlotte Stiener

Judging

Magazines

Have the children bring in magazines and find advertisements representing different techniques (propaganda).

These can be analyzed and compared, then made into booklets or put up on the blackboard.

Extension: Let children write their own advertisements

Television

Ask the children to list the kinds of TV programs they would enjoy if they were:

1. in nursery school
2. in high school
3. a grandmother

Children watch TV and list the commercials that are primarily for:

1. elementary school children
2. teenagers
3. parents
4. grandparents

Ask children to list the kinds of TV programs they'd enjoy watching if they were:

1. old man
2. 4-5 years old
3. teenager

(use the TV Guide)

Fact vs. Opinion

Have the children write a few fact/opinion pairs

Examples:

1. I like peanut butter. All children like peanut butter
2. There is a leash law in Brookline. I think there should be a leash law in Wilmington.

Go back and discuss the pairs which are not true - have the children pick out key words which signal opinions.

Fact vs. Fantasy

Could the cow really have jumped over the moon?

Ask the children to rewrite a fairy tale or fantasy so that it could be a believable factual story. After the story is written have the children make two lists - Fact and Fantasy-and list the words and events that were changed in the correct categories.

Denotation - Connotation

Discuss products with connotative brand names (Gleem, Halo, Snickers, Bounty) and discuss reasons for their names.

Have children create a product, name it, and explain reasons for their choice.

Debate

Should Wilmington have a leash law?

Author's Competence

Children use the library. They read the book jackets, introductions, and author's background and qualifications to write a specific information book. They then check the author's use of facts with the encyclopedia, etc.

Author's Purpose

Have children categorize books under the correct heading. i.e. Written to Entertain or Written to Inform. Ask them to tell how the books are alike or different.

Appreciating

Choose a story character that you would like (or would not like) to have as a friend. Give all the reasons why.

Choose the story you like best and tell why.

Read Little Red Riding Hood, the Three Little Pigs. Which wolf was more clever, meaner, etc. Tell why.

Have children tell a story from different points of view. Example: Little Red Riding Hood as told by the Wolf, the grandmother, Little Red Riding Hood.

1. Let child (after his reading), write his own poem, play, cartoon, etc. and compare to the one he's read.
2. After child reads a selection, let him find and explain how the selection's events, etc., relate to his own

life experiences. (let him dramatize or put feelings into art, song, poem, etc.

Imagery

Read a paragraph to a child. Have him draw what he heard. Have him express what he felt through dance or movement.

Read, discuss characteristics of, then let the children write their own tall tales (plays, poems, etc.)

Books

(auditory)
Sh h h, Bang - by Margaret Brown

(tactile)
My Five Senses - by Aliki
The Touch Me Book - by Pat & Eve Witte
What is Your Favorite Thing to Touch? - by Myra Gilison
Find Out By Touching - by Paul Showers
Can You Guess - by Leonore Klein
Soft Things - by Vivan Gould

(smells)
Follow Your Nose - Paul Showers
What is Your Favorite Smell, My Dear? - by Myra Gilison
Poem - Smells - by Christopher Morley

(shapes)
Snail, Where Are You? - by T. Angerer
Shapes - by Mirian Schleir

(shapes)

Edward and the Boxes - by Marino Lippincott

Boxes - by Craig, Norton Co.

Ask Mr. Bear - Marjorie Flack - Macmillan

Are You My Mother?- P. D. Eastman

Walk in the Forest (record also available)

Hello, Peter - Marrell Gipson

Charlotte's Web - E. B. White

! The Little Prince - Andre DuPray

Look Out Mrs. Doolejunk!

Amelia Bedelia

Aesop's Fables

Word Attack

The following are examples of multi milage, multi-sensory activieies that teach word attack skills in meaningful situations and give the children opportunity to discover relationships themselves.

Multi-Purpose Box of Sight Words

Write words from basals and other words children should know at sight on separate file cards (keep adding).

Place words and file box on word attack table and use in a variety of ways.

1. phonics - put all the words that sound alike together.
2. classification - pick out all the words that have to do with animals, direction, people.

3. problem solving - put the words in groups, give each group a title, explain his reasoning.

4. alphabetical clean up - children place cards back in box in alphabetical order.

(Children can work in pairs)

Have children make story book of self.

For example:

Page 1 - THIS IS ME
Page 2 - THIS IS MY FAMILY
Page 3 - THIS IS MY HOUSE
Page 4 - THIS IS WHAT I EAT FOR BREAKFAST
etc.

Make up Bingo cards with vowel teams ea - ir - oo, etc. Then make word cards using words which have vowel teams. Play Bingo. Children listen for sound - cover vowel team which they hear.

Give children list of words in which there are long and short a words. Children group words, try to discover rule.

Example: cap - cape, tap -tape, etc.

Experience stories are invaluable - what the child can write, he can read:

Have the children write a story and read it to a friend.

When doing experience charts, copy the child's speech pattersn as this is more meaningful to him.

Let child dictate (if he cannot write on his own) sentence about pictures, etc. After a while he will initate.

Give children sample forms as I can - Each day child writes a new word. This builds vocabulary, establishes sentence structure. (Have him illustrate sentences also.)

Let child make words for peers. This can be done without teacher.

Name________________________________ Date__________________________

Grade_______________________________ School________________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

FLUENCY

FLUENCY

Fluency can be described as the "smoothness" of both oral and silent reading.

Oral and silent reading have many skills in common, but success in one does not insure equal success in the other. When the child first starts to read, verbalizing words is helpful to him. However, as soon as the student begins to show skill in work recognition and comprehension, an increasing emphasis should be placed on silent reading and thinking skills. Silent reading should be stressed from the beginning of first grade on.

In grades one and two the speed of oral and silent reading is very similar, but by the time a child enters grade 3, his speed of silent reading should be much greater than his speed of oral reading. Stressing oral reading impedes growth in silent reading and produces word-by-word readers. Silent reading must be the most practiced skill.

Students need to be provided with indreased opportunities for reading various pleasurable materials, rather than being tied to the snail-like pace of a basal instructional program, whereby relatively few pages are read. Reading a wide variety of appropriate reading materials has greater bearing on subsequent fluency than any direct instructional activity by the teacher.

If an undue amount of oral reading is used as a means of teaching silent reading in the early grades, growth in both oral and silent reading may be impeded. The child may become self-conscious about his oral reading and he may become an over-vocalizer (will pronounce every word to himself in every silent reading situation). The tendency to have children read aloud from a basal reader, one after another, around the room or in a group, has little to justify it. A much better approach is to have the children, during instructional times, first read silently a paragraph, page, or selection, in order to find the answer to a question (or for some other well-defined purpose) and then read aloud the part that answers the question or fulfills the purpose they have in mind.

Oral Reading

Oral reading is not a major component of the reading process. There is no evidence to support the practice of having every child read aloud every day. Oral reading should not be used in such a way that the child becomes a trained performer or a slow word-by-word reader.

Fluency in oral reading is unimportant when compared to thinking behaviors. An over-emphasis on oral fluency can result in a reader who is not able to free himself from word-by-word emphasis of oral reading to be able to apply the various comprehension skills and techniques.

The main purpose of oral reading is that it provides the teacher with an opportunity to diagnose reading difficulty. (See Assessment: Oral Reading for Diagnosis)

Silent Reading

Fluency in silent reading is the efficiency with which silent reading tasks can be accomplished. This fluency is measured in terms of both comprehension and rate. Difficulty in silent reading may be caused by one of the following:

(a) Purpose for reading
(b) Reader's background
(c) Format and nature of the material
(d) Reader's motivation to read
(e) Word attack skills

Since one's purpose for reading determines rate, students must be taught to vary their reading rates according to their comprehension tasks. Low rates would be expected in concept-loaded situations, while rapid rates would apply to materials which can be digested easily. For instance, children must learn that it is necessary to read a math problem at a much different rate than one could expect to read an easy fairy tale.

Through silent reading, each child brings his associations to the printed page at his own pace. He is given a chance to apply the previously learned language skills for word recogntion and comprehension. He soon learns to adjust his rate of speed to his purpose of reading. He acquires an independence in solving word recognition and comprehension problems. Silent reading is much more useful to him in life situations.

Instruction in silent reading should begin in grade 1 and be carried on through the entire school program. The beginning lessons should be easy to develop confidence. After that, the length of the assignment with easy material should be increased. Next, the difficulty of the material should be increased. Finally, the difficulty of the assignment should be increased.

"Reading" without comprehension is not reading. A measure of the rate with which words are recognized as words with no reference to apprehending their meanings and relationships, yields a score of no significance in real life situations. Therefore, rate of reading is to redefine it as "rate of comprehension" of written and printed material. To measure speed of reading, one must measure the rate at which the material is comprehended (and comprehension must be considered in relation to the purpose for which reading is done). The rate of reading is fairly specific to a particular reading situation. Rapid reading in itself is not a cause of better understanding. However, a rapid comprehension rate is a result of a pupil's possession of abilities for clear and rapid understanding.

Factors in reading comprehension rate to be considered:

(a) Rate that avoids meandering and promotes understanding and pleasure.

(b) Rate appropriate to the nature and difficulty of the material.

(c) Rates adjusted to purposes for reading.

(d) Positive relation between rate and comprehension.

(e) Role of the eye movement patterns (phrasing).

No attempt should be made to improve speed in silent reading until the child has established the habit of accurate silent reading. One learns to read by reading. If multiple opportunities are provided for purposeful silent reading, rate usually takes care of itself.

Name______________________________ Date________________________

Grade_____________________________ School______________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

IMPLEMENTING THE CURRICULUM

ISN'T IT FUN TO WORK AS A TEAM?
YES! JUST GREAT SHARING IDEAS

IMPLEMENTING THE CURRICULUM

Providing the experiences necessary for learning to read is a demanding task, every instructional minute must count.

The following suggestions are made to facilitate the implementation of this curriculum.

Use Basals Freely

Make sure that time is not wasted by instructing children in books that they can read in the Independent Level (see Assessment).

If a child is able to read basals at an Independent Level, let him read them independently either in school or at home.

Eliminate unnecessary workbook pages and worksheets. Quite often this is worthless busy work (see Activities). Furthermore, since the child should only work on the skills that he needs, not every child will need to read every page in the basal or do every exercise in the workbook.

De-emphasize Strict Ability Grouping

Meeting with three groups of children every day for oral and silent reading is a waste of time. It also produces bad attitudes (see Fluency).

Multi-based Grouping

Children should be grouped for many purposes and for varying amounts of time.

Groups could be established according to interest and for varying amounts of time.

Groups could be established according to interest in a particular subject (model airplanes, mammals) or style of writing (fairy tales, mysteries).

Groups could be related to theme: All children who wanted to read books about people who showed courage, for instance, could work together.

Groups could be related to needs: All children who needed help with prefixes and suffixes could work together. However, it should be realized that this group is the most temporary. If children are truly grouped according to need, children will learn skills at different rates (never more than two or three sessions even for the slowest) and leave the group, while new children will, perhaps, be added.

Pupil Teams

Self-instructional pupil teams can be set up for oral reading or skill improvement.

Children could be asked to give the rules of good oral reading, placed with a partner and instructed to read a certain story aloud to each other until both children were satisfied with both performances.

Children could also be paired and asked to drill each other on sight words or other specific skills.

If the children are shown how, they will be very demanding of themselves when asked to develop or improve skills in this manner.

Rarely is strict ability grouping effective. It is self-defeating for the low group and robs them of the chance to learn from children who have well-developed skills. It does not provide enough diversity or a fast enough pace for the brighter groups.

When the teacher uses several types of grouping, the children are able to do much more reading and the teacher is able to see many more children individually. The following chart shows how this can be done.

Sample Reading Plan for Primary Grades

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. 2.	Top & Average Instructional Groups Individuals	Top & Average Instructional Groups Individuals	Top & Average Instructional Groups Individuals	Oriental Blab-School (Reading all at Same Time)	News Total Class
	Independent Groups	Independent Groups	Independent Groups	or Paired Partners	Individual Silent Reading or Paired or Applied Reading*
	Paired Partners Oral Reading	Paired Partners Oral Reading	Paired Partners Oral Reading		

*Applied reading means that the reading leads to an activity such as building a model, making a pudding, or acting out a play (LaPray)

Let Your Room Teach

Labels

Label everything in the room. Labels help children develop sight vocabulary, locate materials needed without having to ask, return materials to their proper places, etc. They also help the children with word recognition skills. For example, if the child recognizes "light" he can use that as a basis for sounding out other "-ight" words that he may come across in his reading.

Charts

Rooms peppered with instructional charts help children become independent learners and save the teacher from answering unnecessary questions. When children are working they should be able to look around the room and see key words and pictures that will help them remember sounds, color words, vowel rules, etc.

Charts with rules for use can be placed at each activity center. If the child knows the rules he can go to the center and work there on his own.

Charts are also useful for giving directions. An interesting example of this is the following chart which helps children pick out Library Books that will not be too difficult for them to read:

RULES OF THUMB FOR CHOOSING LIBRARY BOOKS [1]

1. Choose a book that interests you.
2. Turn to page 5. Read it.
3. Hold up a finger for every word you don't know. If you must use your thumb (for 5 unknown words), the book may be hard for you.
4. If you have to use four fingers or less, try several pages in different parts of the book.
5. If you do not use your thumb on more than one page, CHECK IT OUT.

- -

Bulletin Boards

The tupe of bulletin board that the children create and add to teaches, holds interest and stimulates a flow of ideas.

These bulletin boards require very little teacher time to create, but they must be changed often.

Some suggestions are:

1. Use categories. Put titles such as fact/opinion; relevant/irrelevant; things to eat/things to wear, on the board and have the children bring in appropriate words or pictures.

---

[1] Spache, Evelyn B., Reading Activities for Child Development, Allyn and Bacon, Inc., Boston, 1972 p. 222.

2. Use candy wrappers, labels from cereal boxes, and other products readily recognizable by children. Tack these up on the board along with categories such as ("b" words, "tr" words, for babies/for adults, etc). Children can put labels under the proper categories and bring in some of their own labels and categories.

3. Create a story board simply by putting up a scenic picture and asking questions like "Who could be in this story?" "Where could this place be?" "What could have happened here?" Children write as many ideas as they can and tack them on the bulletin board under the correct question. Children could then choose a "who", "what" and "where" and write a story.

The same "add to" bulletin boards can also be used to motivate wide reading. The following is an example:

> Draw an outline of a house and ask the children to PLEASE BUILD ME by reading books. The children could write the name of the book and hiw own name on a red rectangle (or brick) every time he finishes a book and help build the house by adding "bricks".

Allow Children To Do

Much instructional time is lost because of unnecessary routines.

Simple procedures like letting children go to the bathroom when they need to instead of having them line up at a specific time saves 15-20 minutes a day. Children can also collect milk money, lunch money, make bulletin boards and flash cards, take attendance and clean up. For them, these are learning experiences.

Passing out and collecting papers is also a time waster especially when children are perfectly able to pick up their own papers and turn them in when they are through.

To facilitate this, the teacher could mark sections of a table "Pick Up" and "Delivery".

Children are capable of correcting their own work and charting their own progress. For them this is a purposeful activity. They are actively involved in their own learning when they work on self-directing, self-correcting activities and the feedback is immediate.

Children can also take part in directing their own school day. An effective routine is to have a morning meeting in which the work for the day is explained and written on the board. The children can be told where to find their papers and where to put them when they are through.

In this way the children are able to work at their own pace without having to wait for the teacher to tell them what to do next.

The teacher is free to work with individuals or groups without worrying about the rest of the children finishing too fast and not knowing what to do.

It should also be noted that when children are aware of what work they are expected to complete and know what options are open to them when they are through with their work, the room seems to be quiet and productive at all times.

Integrate Reading Into The Entire School Day

Reading is not a separate subject. Reading is thinking. It is a necessary component of all subjects.

This means that reading should be taught whenever there is a need for it. The best time to teach skills is when they are needed

The child who is planning a trip will have a greater interest in learning to read a map than the child who is taught map skills when and because the Basal Says So.

Conversely, if the child has spent a good part of the day working on a science experiment which involved him in hypothesizing and drawing conclusions, there is no reason to insist that the child read the next story in his workbook which is designed to teach the same skills. Integrating reading into the entire school day means making every experience count.

Planning class events, deciding on rules, and assuming responsibility for class routines are all valuable learning experiences which facilitate growth in reading.

Use Activity Centers

Activity centers used properly promote pupil creativity, independent thinking, verbal expression, social responsibility. They help to develop a variety of behaviors that can be employed in all content areas.

The following are just a few behavioral outcomes that can be developed through various learning centers.

1. The ability to express one's ideas about something read or listened to through body movement and verbal expression.
2. The ability to sense and portray story mood or character's feelings through puppetry.
3. The ability to employ a full span of concentration when listening.
4. The ability to follow oral directions.

5. The ability to recall, evaluate information, interpret basic concepts from good listening.
6. The ability to gain and make use of information obtained through a variety of available resource materials (e.g. for reports and experiements in all the content areas).
7. The ability to use stimulants, whether concrete (pictures, objects) or abstract (basic ideas) as a creative means to one's formulation of ideas for a story, letter, poem, etc.
8. The ability to interpret material read or listened to through artistic means.

Initial Set Up

Activity centers are pupil-managed, easy to set up and self-monitoring. Besides providing many more experiences, they can free teachers to work with individuals and groups with special needs.

Activity centers should be geared to common interests and reinforce specific skills. A balance among pupil abilities, interests and rate of learning must be achieved through the activities employed.

Initial set up of activity centers should be a classroom project at the start of the school year. Under close supervision by the teacher, children themselves are capable of establishing the rules for the centers.

Children might:

1. suggest the number of children allowed at a center
2. indicate that noise should be kept to a minimum
3. consider proper care of materials
4. list what materials are needed at each center

5. decide where centers should be located in classroom (children could even work in groups and make a map or chart showing the classroom set-up.)

Activity centers can be used in many different ways and tailored to the needs of a particular classroom.

Children should be allowed to go to the activity centers whenever their work was finished or, special activity periods could be set up in which all children would work at different centers at the same time.

The centers could be introduced one at a time, all together, or any way that feels "right" to the teacher.

On Going Evaluation

Evaluation of the centers is vital to its success. Weekly, the teacher and students should have a discussion period where work done in the centers can be evaluated by all.

1. What was learned?
2. Was it purposeful?
3. Was it enjoyable?
4. Could the activity be improved?
5. What activities should be changed
6. What activities should be added?

At all times children should be aware of what they are learning.

Many times creative, exciting activities have failed to teach simply because children were not made aware of what they were supposed to learn or the improvement that resulted.

Types of Activity Centers

The following are a list of the types of activity centers that could be established:

Drama Center

Materials: costumes (old clothes, hats, high heels, evening gowns, dresses, men's suits)

Activity:

1. Dramatize stories written by children
2. Use puppets made in Creative Center to portray story book characters and situation.
3. Plan a charade of story book title or character.
4. Have the characters from two biographies meet each other.
5. Be a salesman from a publishing house and try to sell book to classmates.
6. Auction the book with successively more tantalizing events from the plot.

Listening Center

Materials: cassette players, record players

Activity:

1. Projects worked on in Writing and Resource Center can be taped by children and listened to by others. The projects could be stories, reports (in all content areas), riddles, following directions, excercises, poetry.
2. Children can listen to songs or musical arrangements and later go to the Writing Center and create a story, poem, etc. about the arrangement.

Resource Center

Materials: telephone book, atlas, dictionary, encyclopedias, books on various content areas, maps, newspapers, magazines, poetry books, TV guides

Activity:

1. Teacher starts a file box to which children add their own cards. These cards give suggestions as to projects which require research work.
   Example: Do a report on spiders.
   Chart a trip from Boston to Houston, Texas. (making their own maps using other maps as guide.)

2. If a book or a pupil-written story lends itself to such, make a map of the book, or a detailed map of the state or country in which the story takes place.

3. Try an experiment. "Does a bigger seed take longer to sprout?" Children can be asked to take a stand, design an experiment to prove their stand, and keep a log to record results.

Writing Center

Materials: chart paper, blackboard, paper, pencils

Activity:

1. Index cards with "story starters"
   Example: One day Johnny got lost... and have the child finish the story.

2. Story pictures. Display pictures which stimulate a story.

3. Story titles. Suggest titles which stimulate a story.
   Example: The Fox and the Snake
   The Three Headed Something
   Flying Houses

4. Description projects. Suggest household objects, etc. that the children can describe.

5. Pupil made math word problems.

6. Write a poem which summarizes a story read by child or written by classmate.

Resource Center

Materials: telephone book, atlas, dictionary, encyclopedias, books on various content areas, maps, newspapers, magazines, poetry books, TV guides

Activity:

1. Teacher starts a file box to which children add their own cards. These cards give suggestions as to projects which require research work.
   Example: Do a report on spiders.
   Chart a trip from Boston to Houston, Texas. (making their own maps using other maps as guide.)

2. If a book or a pupil-written story lends itself to such, make a map of the book, or a detailed map of the state or country in which the story takes place.

3. Try an experiment. "Does a bigger seed take longer to sprout?" Children can be asked to take a stand, design an experiment to prove their stand, and keep a log to record results.

Writing Center

Materials: chart paper, blackboard, paper, pencils

Activity:

1. Index cards with "story starters"
   Example: One day Johnny got lost... and have the child finish the story.

2. Story pictures. Display pictures which stimulate a story.

3. Story titles. Suggest titles which stimulate a story.
   Example: The Fox and the Snake
   The Three Headed Something
   Flying Houses

4. Description projects. Suggest household objects, etc. that the children can describe.

5. Pupil made math word problems.

6. Write a poem which summarizes a story read by child or written by classmate.

7. Pen Pal Letters. Children can write between schools in their town, between schools in other towns, or with classrooms in their own school.

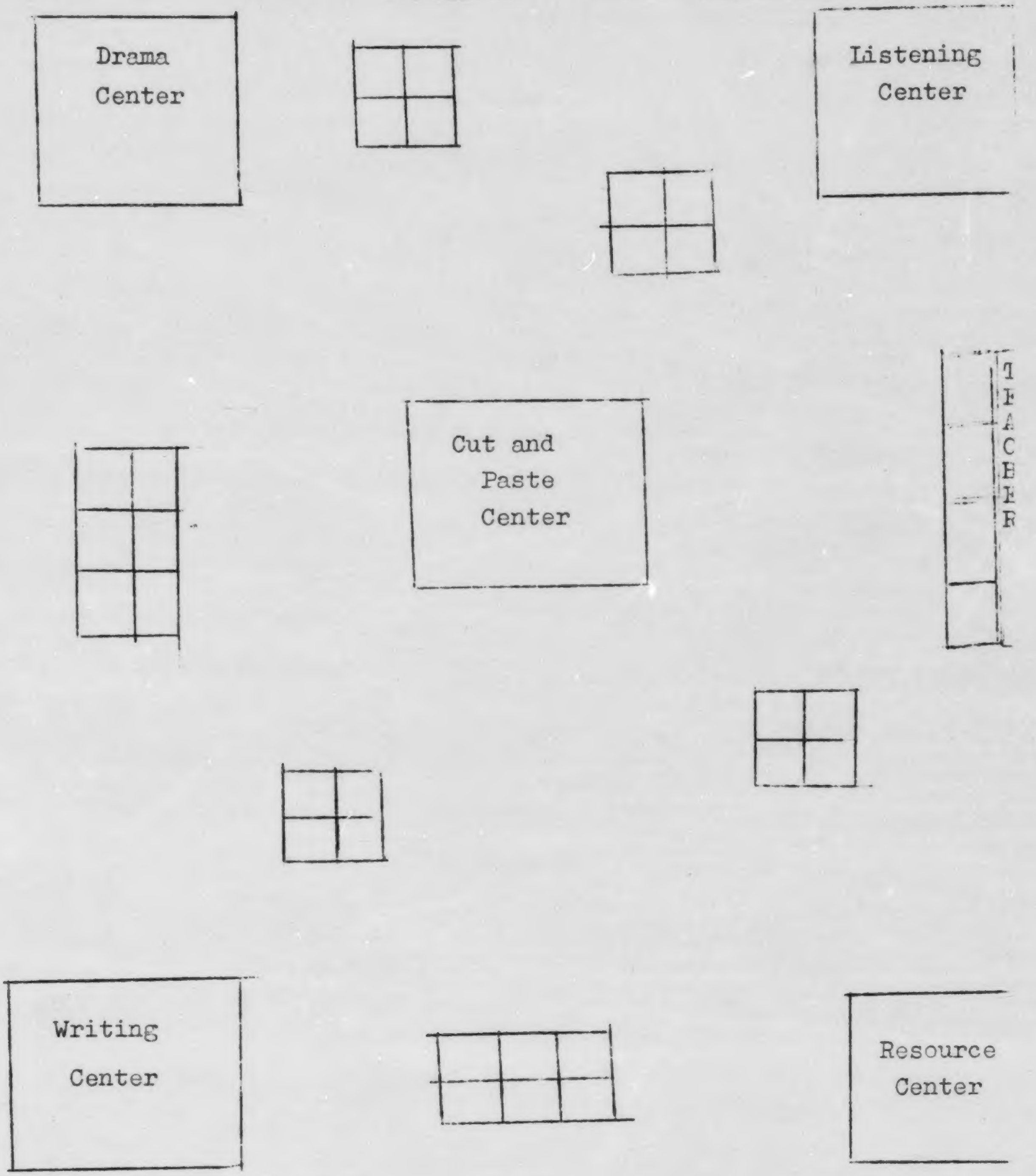
Cut and Paste Center

Material: paints, crayons, multi-colored paper, scissors, newspaper, paste, old socks for puppets, buttons for eyes, yarn for hair

Activity:

1. Diaramas depicting stories read in Reading or written by children.
2. Make puppets of characters from stories read.
3. Murals showing scenes from stories.
4. Pupil-made games, charts, posters, maps (for Social Studies).
5. Make a movie of a book read. Use roller in a cardboard box.
6. Make a comic strip-type series of pictures, in sequence, which summarizes the story.
7. Make a Chinese scroll that ties in with the stories written by other children or read.
8. Make a mobile that exemplifies the book.

SAMPLE SET-UP OF ACTIVITY CENTERS


Drama Center
Listening Center
TEACHER
Cut and Paste Center
Writing Center
Resource Center

Try Individualized Reading

Individualized reading incorporates many of the ideas already stated.

Basic Components

The basic components of individualized reading are:

1. Self selection: The child is free to choose the books he wants and is able to read. The teacher may, however, set up certain requirements or restrictions.

2. Self pacing: The child reads as much or as little, as fast or as slowly as he is able.

3. Sharing: The child is exoected to find some way to share each book he reads.

4. Conferencing: Through individual conferences the teacher is able to assess how the child is progressing and guide him in the developing of skills.

5. Extensive Reading: Central to individualized reading is the concept of extensive reading. This is the idea that a child learns to read by reading, therefore the more he reads - the better.

   This is in direct contrast to the Basal Reader approach which stresses intensive reading. Both extensive and intensive reading are necessary for growth in reading.

Grouping

Individualized reading is not limited to 1 to 1 interaction between teacher and child.

Children may read in mixed-level groups related to a theme or project such as the following:

1. The children may read biographies of people they are interested in. They share their books and form a definition of "success."
2. All children who are interested in mammals may work in a group and decide on a project that would show what they've learned.
3. The children could read any book and then share what they read. This provides enrichment for all.

Timing

There is no special time allotment for Individualized Reading. It can be used once a week or all the time. It can be used instead of a basal or along with the basal. The important thing is to allow

1. time for the children to browse and select the books they want to read and
2. time for free reading.

Merits of Individualing Reading

1. The child reads - reads - reads. The program provides enrichment and supplements the basal. The child has the opportunity to apply the skills learned to a variety of materials.

2. The child progresses at his own rate. Bright children are not held back. There is no stigma attached to the slow student.

3. There is a one-to-one pupil teacher relationship.

4. The program provides intrinsic motivation. It caters to the child's individual needs and interests. The child plays a major part in directing and evaluating his own learning.

* * * * * * * * * * * * *

Responsibilities of the Teacher in an Individualized Reading Program

1. Scheduling a time for skill learning for group and individual reading, for free reading, and for conferences.
2. Helping children clarify and extend their interests and purposes through continuous observation and interaction.
3. Providing learning opportunities through the use of varied resource materials and activities.
4. Relating reading to the search for new meanings and values.

5. Making sure children understand expectations and routines.
6. Promoting successful reading experiences for the child.

Responsibilities of the Student in an Individualized Reading Program

1. To choose books that he likes to read and read them at him own rate.
2. To read the books and try to learn as many things as he can (develop a variety of interests).
3. To think about how he can share his experience with other members of the class.
4. To get help from the teacher or another student when he is having difficulty with a book or some unfamiliar words.
5. To write stories of his own.
6. To keep a list of all new words he learns everyday and try to apply these words into his speaking vocabulary.
7. To keep his own individualized folders up to date and be responsible for reading the books and doing a follow-up activity.
8. To be able to work and get along with other boys and girls in the room and to respect the rights of others. It is very important that each dhild not continually disturb and interrupt others' span of concentration.
9. To make sure that he is scheduled for conferences with his teacher.

The Individual Conference

During the individual conference the teacher may discuss the book with the child, ask him questions to determine skill development and/or ask him to read orally. Each time, however, the teacher evaluates progress with the child and helps him plan what he will read next.

Record Keeping

Central to the conference is good record keeping. The teacher should record questions asked, books read, plans made, weaknesses noted. He then can reread his notes before the next conference to refresh his memory and make sure he covers skills not covered in the last conference.

Suggested Questions

The following are examples of questions that can be used in an individualized conference to determine areas of strength and weakness.

Organizing:

1. Summarize the story in his own words.
2. Give the main idea of a paragraph
3. Ask detail questions occasionally i.e. who, what, where.
4. Ask for the most important events in the story.

Inferring - Judging - Appreciating

1. Could this story happen in another setting?

2. What part of the story would you like to change?
3. Make up a different beginning or ending.
4. How did the story make you feel?
5. If you were the illustrator, what kind of pictures would you create.
6. What would this story be like if this character was left out?
7. What type of story is this? (adventure, fun, make-believe, biography, science, etc.)

Vocabulary:

1. What does this word mean?
2. Can you give me a synonym, etc. for this word.
3. Can you find this word in the dictionary, thesaurus?
4. Paraphrase a sentence. Can you find where this sentence is located on the page.

Mechanics:

1. Show me a word you found difficult. How did you figure it out?
2. Randomly point to words and have the child say them.
3. Show me a word that you didn't know immediately by sight but you were able to fugure out by skills that you know (phonics, prefix, syllables, etc.)

Scheduling Times for Conferences

Many children read so many books that it is difficult to conference them after every book. It is suggested that 10 minute weekly conferences be set up with each child. They would be instructed to bring a list of his books and papers to the conference. The teacher might discuss one of the books or ask the child to tell about the book he liked the best (or the least). Conferences can be structured and prepared for with respect to teacher time in many other ways as well.

* * * * * * * * * * * * *

Promoting Independence in Learning

Children can be helped to keep records of their own work and to set their own goals.

The following reading records and job sheets give an indication of how this can be done.

MY INDIVIDUAL READING LOG

BOOK TITLE	DATE STARTED	DATE FINISHED	BEST STORY OR INCIDENT

MY INDIVIDUALIZED READING RECORD

STUDENT'S NAME ______________________________ GRADE ______

CONFERENCE RECORD

DATE	AUTHOR	TITLE	TYPE

1. ____
sentence
about book: ____________________________________
____

2. ____
sentence
about book: ____________________________________
____

3. ____
sentence
about book: ____________________________________
____

4. ____
sentence
about book: ____________________________________
____

5. ____
sentence
about book: ____________________________________
____

6. ____
sentence
about book: ____________________________________
____

(could be a book review, diorana, discussion or reading for pleasure, etc.)

MY WEEKLY READING RECORD NAME: ______________________

TITLE OF BOOK DATE COMPLETED	DESCRIPTION OF PROJECT OR ACTIVITY	REACTIONS: YOUR FEELINGS, HOW YOU FELT WHEN YOU WERE READING THIS BOOK

MY WEEKLY READING SCHEDULE

NAME: ____________________

DATE	SKILLS TO BE LEARNED	STORIES OR BOOKS READ	EVALUATION OF WORK
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Goal for Next Week			Did you complete your goal for this week?:

INDIVIDUALIZED READING CONTRACT

DATE____________________ NAME__________________________________

I I am interested in ____

____

I want to find and read books about this subject and any other magazines, pictures, or other resources available to me.

☐ I have found these materials myself.

☐ I need help in locating these materials.

II Other things I will do are:

Check and do at least 2 or as many as your brain can stand.

___A. Make a scrapbook related to the topic of your book.

___B. Write a report on the topic.

___C. Prepare a diorama or something visual about your book.

___D. Prepare a tape or movie for others to learn some information about the topic.

___E. other type of project:______________________________

____

III Vocabulary that are specific and relate to the topics are:

___ A.. Word Meaning

(1) ____

(2) ____

(3) ____

___ B. I will learn how to spell these words and write them in a paragraph about the topic.

IV Be Helpful

____ I will help others who are interested in the same topic I am. I will also ask for help from other members of the class who know and are interested in this topic.

V These are the books I have read on ____________________
(date)

Date	Book	Author	Opinion (good or bad)

VI Conferences

Date	Comments

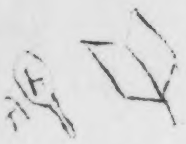
Student

____

INDEPENDENT ACTIVITIES

The child may choose to share his reading in a variety of ways. He may make a diarama, draw a picture of the most exciting part of the story, put on a play, etc.

The child could also be asked to work on activity sheets such as the following:



hom-o-nym

Discovering Interesting Words

def-in-i-tion

Vo-cab

Vo-cab-u-lar-y

Word	Picture	Meaning

Name of book ____

Name of story ____________________________ Page __________

Did you like it? ___________________________

Part you liked best: ____________________________________

____

____

____

My favorite character was: ______________________________

The story was (sad, funny, exciting, spooky) or

____

Teacher's Comments:

____

____

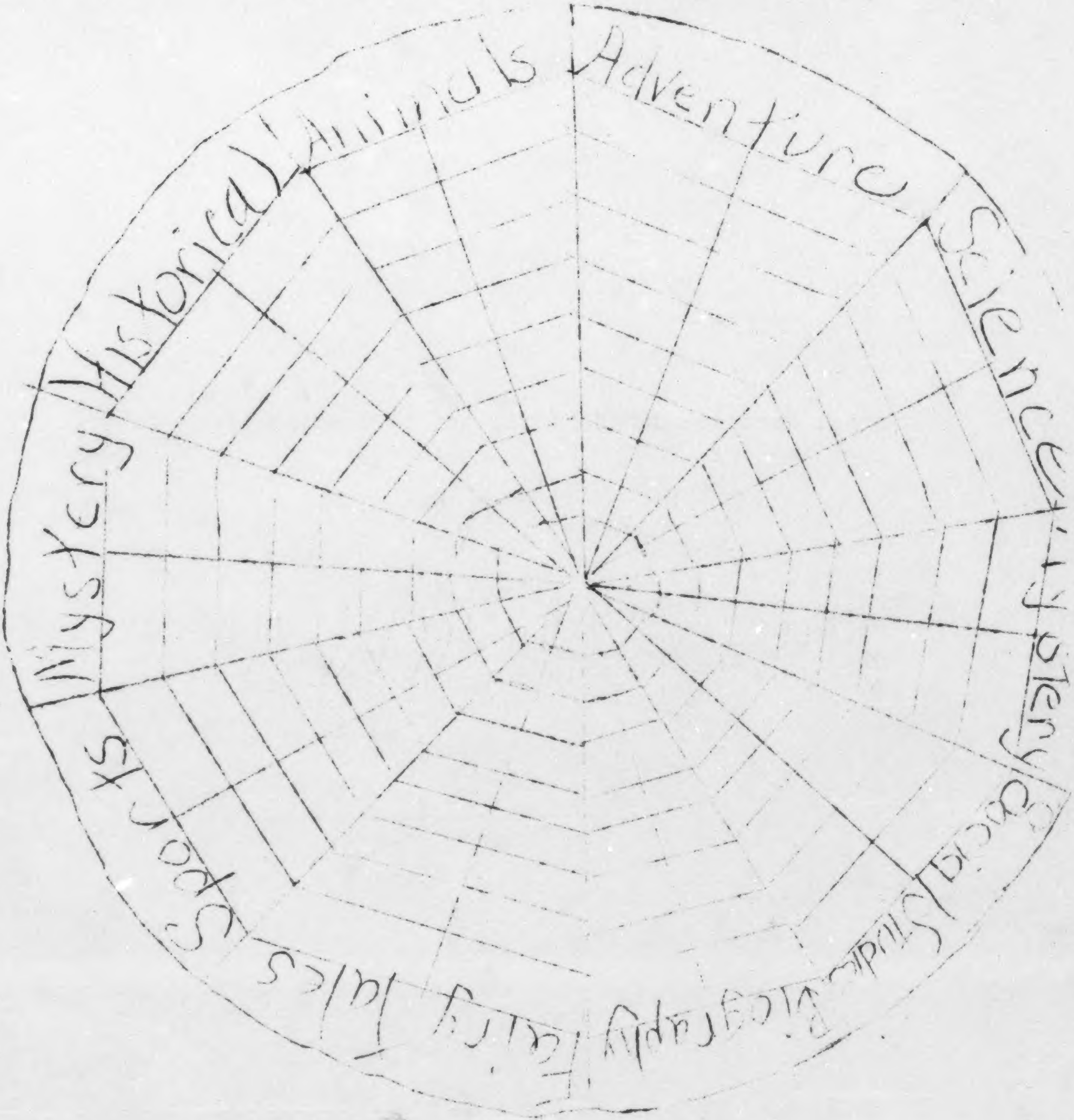
____

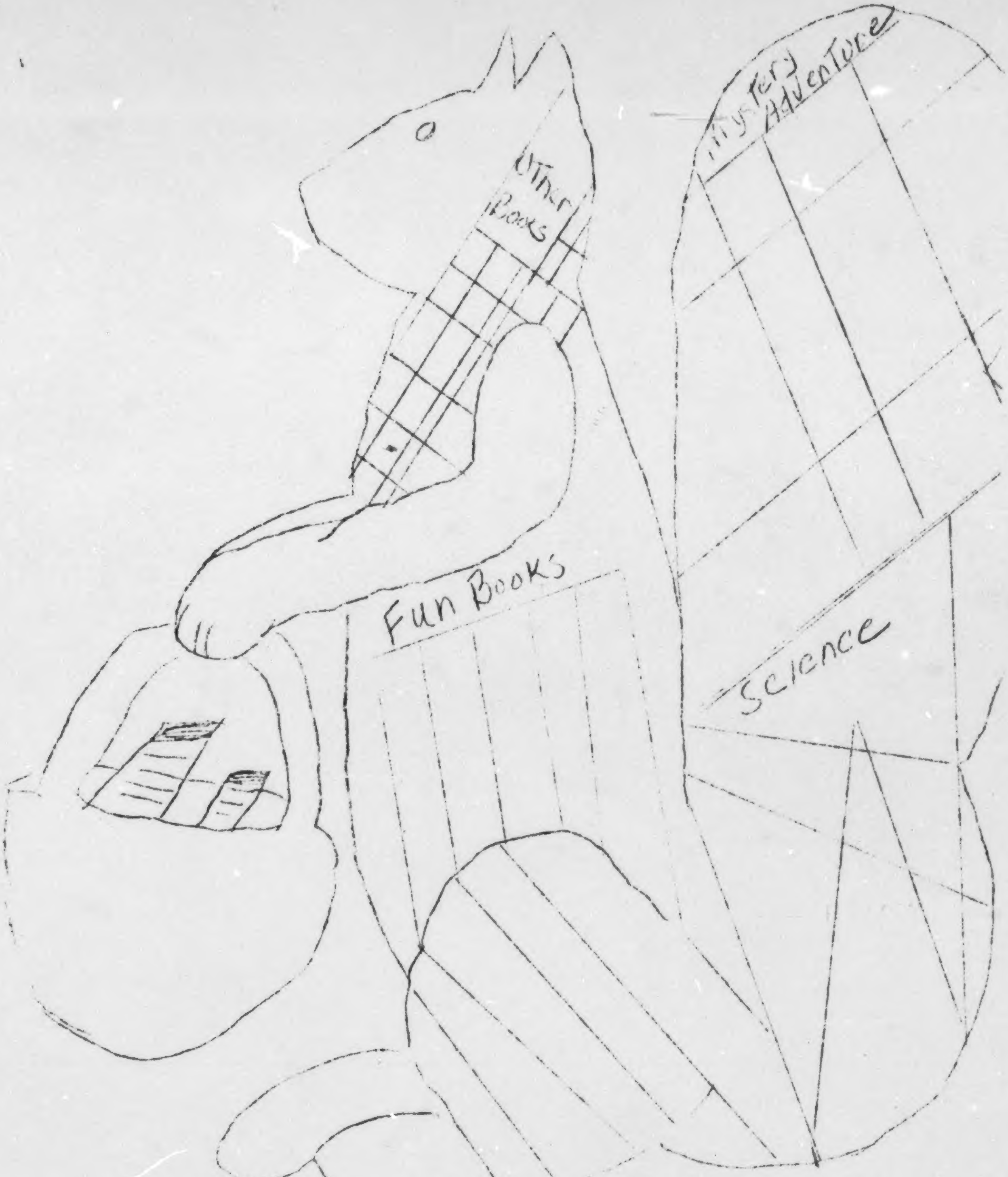
MOTIVATING WIDE EXTENSIVE READING

Most children are motivated by seeing progress and having a sense of work well done. Charts such as the following motivate both extensive and varied reading.

As you read, color in a box for each type of book read.

READING INDICATOR


Adventure
Science
Mystery
Social Studies
Biography
Fairy Tales
Sports
Mystery
Historical
Animals


Other Books
Mystery
Adventure
Fun Books
Science

"Store Up Good Books"

ACTIVITY SHEET #1

My Name Is____________________

Name of the Book______________________________________

Story Title____

Was the story as good as you thought it should be from looking at the pictures?____________________________________

____

Who was the most important character?________________

____

What did he do? ____________________________________

____

____

Where did the story take place or happen?______________

____

Would you recommend the story to a friend?______________

Why or why not?______________________________________

____

On another piece of paper write two paragraphs about the story. Be neat!

Teacher Comments:

ACTIVITY SHEET #2   My Name Is______________________________

Pretend that you work for a newspaper company. You have been sent to "cover" something that is happening. First read a story in a book. Then pretend you will "write-up" what happened in this story for your newspaper.

Book Title____

Story Title____

Do the following on another sheet of paper.

1. Make a good headline
2. Make it exciting
3. Tell what happened

Teacher Comments:

ACTIVITY SHEET #3 My Name Is________________________

Read a story. If it is make-believe, tell what really could have happened. On one side, tell the make-believe that happened.

Book Title____

Story Title_______________________________________

The Make-Believe Part	What Really Could Happen

Teacher Comments:

ACTIVITY SHEET #4 My Name is ____________________

Pretend you are a very famous artist. A very famous author has asked you to illustrate his story for him or her. This author does not like the pictures which the book has for his story. You are to re-do the pictures. If you do a good job and the author likes it, he or she will pay you a million dollars (and you may earn 5 points). Use 6 x 6 pieces of manila paper to re-do every picture. It must go with the story.

Book Title ____________________

Story Title ____________________

Write 3 sentences about the story then draw the picture.

____

____

____

Teacher Comments:

INDIVIDUALIZING THE BASAL READER

A teacher may often find that the basal reader is designed for group instruction and ignores the individual needs of the student. However, basal readers may also lend themselves to individualized instruction. Once the teacher knows the weaknesses of her students, she may begin to look at the basal reader and pick out certain sentences, paragraphs and stories that could be adjusted slightly and given to the child as an activity sheet,

For example, to teach:

Word Meaning Through Context -

choose several short passages and underline a few unfamiliar words which are explained with context clues. Have the child write or tell you what each underlined word means.

Detail and Inferring -

choose a story that has two points of view. Have the child find several points that support each side. To extend, have the child have a debate with a few others. This will make him choose one side and support it.

Figurative Language -

find several sentences in the stories that contain figurative speech and have the child explain or write the literal meaning.

Similarly workbooks may be adapted for individualized use by selecting pages that teach skills in which the child or group of children is weak. Sometimes it is best to change or modify the directions slightly so that they will fit the individuals or group needs.

Remember, of course, that all activities should meet the criteria of READERS.

All of these exercises may be put into a resource file box under the specific headings (i.e., detail, figurative language).

These selected activities should come from the more difficult passages in the basal reader. If you find that a child is capable of doing these exercises, then he does not need instruction in these areas.

In order to meet each child's needs it is necessary for the child to be continually stimulated. One way of accomplishing that is to make sure that the ones proficient in a skill do not have to repeat and do exercises that to them would have no value. An assessment chart would eliminate this problem and would save teacher time. At a glance both a teacher and child know who needs work in a certain area. Children could then be grouped accordingly until weaknesses in a particular skill were overcome.

SKILLS

	Context	Vocabulary	Fig. Language	
Bill	✓	x	x	
Mary	x	✓	x	
John	x	x	X	

i. e. May and John could meet with teacher to work on context.

Bill and John could work on vocabulary.

Bill, Mary and John could work on figurative language.

Name______________________________ Date_______________________

Grade______________________________ School_____________________

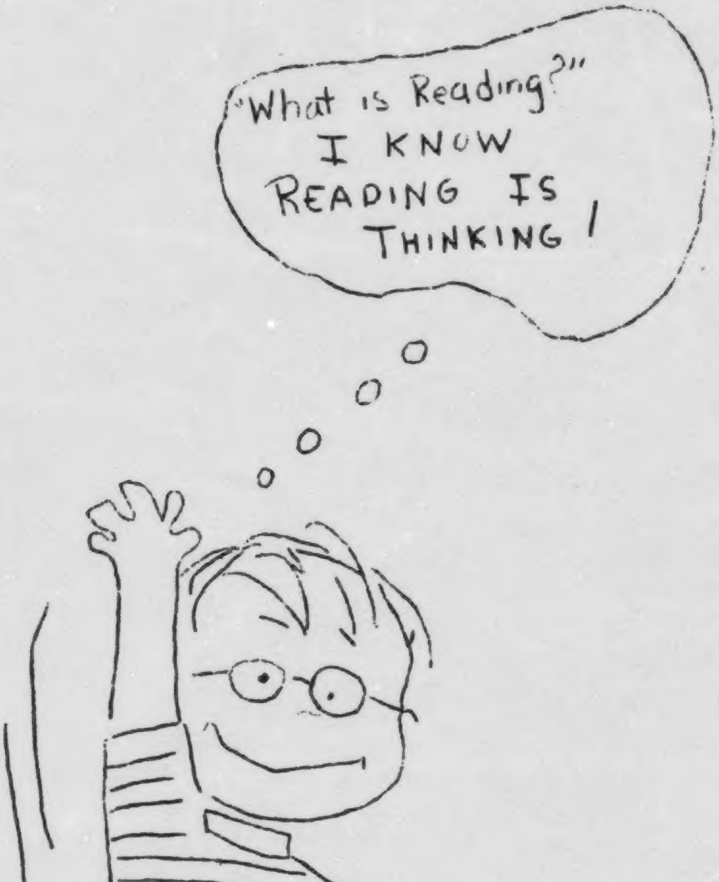
LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

ASSESSMENT


"What is Reading?" I KNOW READING IS THINKING!

DAILY ASSESSMENT

Assessment is an on-going, daily process of observing the child's ability to apply or use Reading Skills in actual reading situations.

Application and the Concept of Mastery

Word Recognition Skills

If the child can use or apply the skill he has mastered it. For example: If he can read, "Billy's friend has a black and blue station wagon" but cannot name the blends it does not matter. Word attack skills are taught to enable the child to decode. If he is decoding he does not have to be taught how.

Children should not be required to master one skill before going on to the next. Although there is a basic sequence to teaching word attack skills, it is not a "cut-and-dried" absolute. The child does not need to recognize the letters of the alphabet before he can recognize sight words. ("elephant" is easier to remember than "A".) If the child gets stuck on one skill there is no reason to hold him back. Not every skill is needed to be able to read. Furthermore all skills reinforce each other and give practice using previously introduced skills.

It should also be noted that the ability to master skills in isolation is no guarantee that the child will be able to synthesize and apply them to the total reading situation.

Comprehension Skills

Comprehension skills for the most part are thinking skills. These are not mastered but refined. The child makes progress in these areas by having the opportunity to use and apply these skills in many different situations. One type of thinking skill is not a prerequisite for the next.

Record Keeping

The amount of information needed about each child cannot be recorded in a rank book. What is really needed is a looseleaf notebook with a page (or pages) for each child. Daily or at least 3 times a week, the teacher should record details of the child's progress. Gradually these comments form a pattern which aids and facilitates instruction. (See: Oral Reading for Diagnosis).

Skills Check Lists

In this guide Skills are listed as behaviors (e.g. remembers details, uses parts of index, predicts outcomes, etc.). This provides an easy checklist for the teacher or the child. Skills lists could be put on masters and dittoed off for each individual child. The teacher could record progress or have the child do it.

ASSESSMENT OF LEARNING MODALITY

Auditory and Visual Discrimation

Children must acquire abilities to discrimate the fine differences in visual or auditory stimuli as a vital part of the process of language development. Teaching methods that emphasize particular modalities (sight, sound, touch) or a combination of modes help children acquire these abilities more easily. A learning modality is an "avenue" of learning for the child, a way in which he learns best. Most children learn best through a multi-sensory approach.

If a pupil is having trouble decoding, the important questions to be answered are: In what ways does he learn best? Does he need an auditory approach, a visual approach, or a combination of these? There are simple tests on auditory and visual discrimination, as well as auditory and visual memory, that can be administered by the teacher to a group of children. All tests need not be given to the total class. If the child is making progress, there's no reason to waste the time to assess why.

For each of the following tests there are levels of proficiency. This will allow the teacher to begin where the child is and make progress from there.

If there is a marked difference in the child's ability to use the visual or auditory mode, it is usually more economical to help him compensate by developing and working through his area of strength.

Most children who are having difficulty with reading appear to have weaknesses in auditory rather than visual perception. These children need a sight word approach and should not be expected to learn by methods which stress phonics.

If the child shows no deficiencies in the auditory or visual areas, other reasons for his difficulty in learning to read must be sought.

* * * * * * * * * * * * *

Auditory Discrimation Test [1]

Directions to teacher:

Read instructions to children clearly. Be sure they understand difference between "same" and "not same". When reading the items, be sure to pronounce the words clearly. Do not let the children see your lips as you pronounce the words, since this may confuse the purpose of the test by providing visual clues to the child.

Directions to children - LEVEL I

Today we're going to play a listening game. Listen very carefully to the words I say. If they're the same, circle the word "yes" (or use a smiling fact). If they are different you will circle the word "no" (or frowning face).

---

1. Potter, T. and Rae, C. Informal Reading Diagnosis - a Practical Guide for the Classroom Teacher. Prentice-Hall, N.J. 1973 pp. 12-18

(Proceed to samples A & B)

A. gar - gar
B. rĭck - glĭck

1. ly̆m - ly̆m
2. thăm - shăm
3. gōpīle - gōpēel
4. rĭf - rĭf
5. dĭs - dŏd
6. wăbmăl - wăbbăw
7. quĕpsŏd - quĕpsŏd
8. moīne - moīne
9. chōut - prōut
10. brŭd - brĭd
11. consonant - countenance
12. līre - tīre
13. quicksand - tricksand
14. happenstance - happenstance
15. different - diffidence

* * * * * * * * * * * * *

Directions to children - LEVEL II

Today we're going to play a listening game. You'll have to listen very carefully to do this correctly. I will say two words. Sometimes they will be exactly alike. Then you will circle the word "same" on your sheet. Sometimes they will be partly the same, that is, part of the word will stay the way I first said it and part of it will be different. Then you will circle "partly the same." Sometimes they will be completely different and you will circle "not same".

(Proceed to samples)

A. săbcō - săbcō

B. lēego - lēeko

C. Găr p - pātĕl

1. nĭshbĕr - rĕssdō

2. dălbāin - dălbāin

3. sŭg - jănt

4. wĕckcōe - blĕckcōe

5. grēepŭm - grēepsŭm

6. wātion - wātion

7. plăd - fĭj

8. trŏb - flăt

9. chimney - chimney

10. blend - trend

11. recapitulate - recapitulate

12. final - finance

13. roughening - secondary

* * * * * * * * * * * * *

Directions to children - LEVEL III

Today we're going to do a listening exercise. I'll say 2 words that are partly alike. They will be alike in the beginning sound. Listen very carefully and decide which parts are the same.

(Proceed to samples.)

A. Bĭj - sĭl
B. rekaped - rekaps

1. pĕntăl - bĕntăl
2. rĭftĭls - rĭftĭll
3. fĕutard - fĕnturck
4. sĭntĭlon - sĭnpĭlot
5. sāilĕst - sāilĕsh
7. grenˊsuster - grenˊkusper
8. perhāveˊ - perhāgeˊ
9. wallup - mallup
10. dălharˊĕst - dălmaˊrĕst
11. thămĕss - thămĕst
12. kēberóff - sēberóff
13. clidĕrˊăl - clipĕrˊăl
14. tŭcking - dŭcking
15. suggested - suggestion

Auditory Discrimination Check Sheet [1]

= has sufficient discrimination at this level
= needs additional work

Child's Name	Level I	Level II	Level III

---

[1] Potter & Rae, Ibid, p. 19

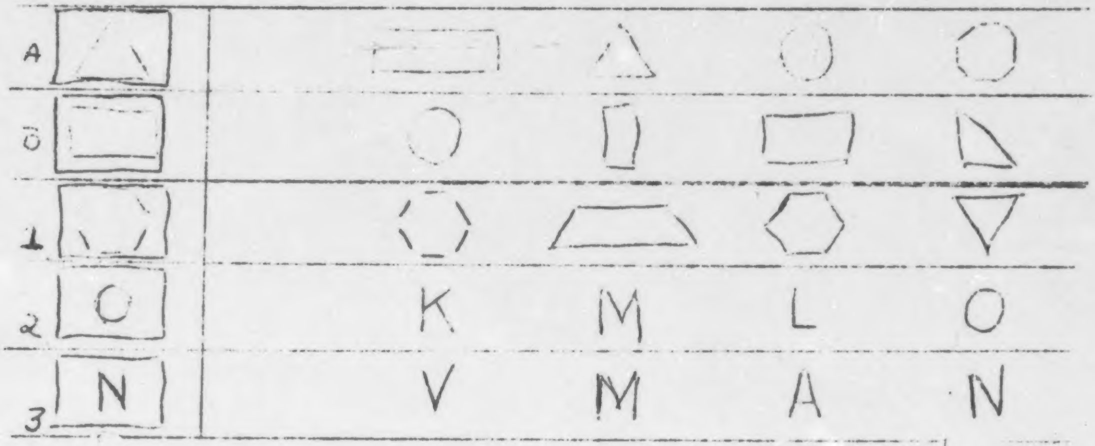
Visual Discrimination Test[1]

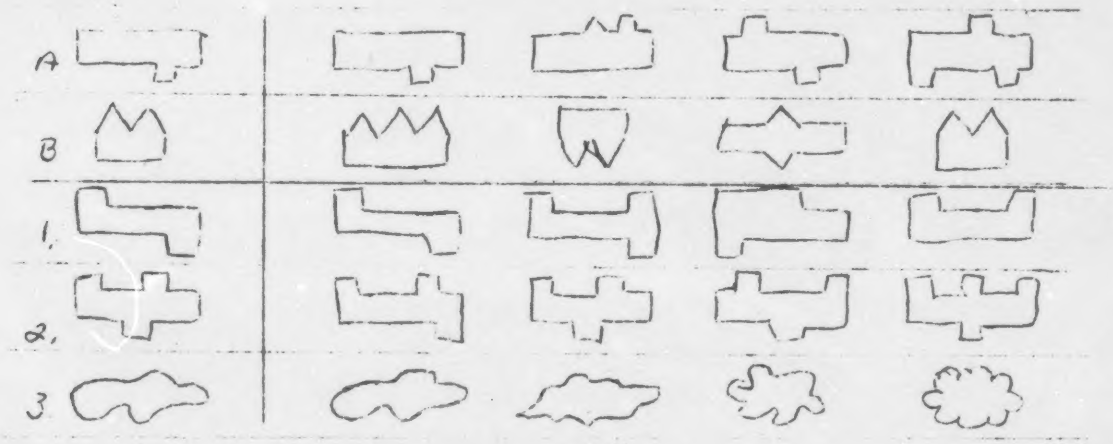
Directions to teacher:

In these tests the child's task is to circle the item that is the same as the first item.

Directions to children - LEVELS I & II

Today we're going to do a task in which you have to have sharp eyes. In each row you are to circle a picture that is the same as the one in the box. (Do samples with them). Now do the rest of the page.





---

[1] Potter & Rae, op cit, pages 20-22

LEVEL III

Directions to children:

In each row you are to circle the letters that are the same as those at the beginning. Try samples A and B and I will check them. Now do the whole page.

A.	bp	bq	pd	bd	bp
B.	mnn	mnm	nmm	mnn	nnm

1.	gh	gn	ph	bh	gh
2.	ssb	bss	ssd	ssb	sbs
3.	sob	sbo	bos	sod	sob
4.	not	ton	not	hot	toh
5.	bad	bab	bad	bob	dad
6.	ursq	urqs	usrq	nrsq	ursq
7.	today	tobay	tadoy	dayto	today
8.	brwiltz	drwiltz	brwildz	brwiltz	brwlitz
9.	roughen	roughen	ruoghen	nouphen	roughon
10.	moisten	noisten	moistem	moisten	miosten
11.	dentally	dentaly	dentally	bentally	dentlaly
12.	beautiful	beuatiful	deautiful	becutiful	beautiful
13.	ibingpiomy	ibingpiony	ibingpiomy	ibingpiomy	ibinggiony
14.	discriminate	disoriminate	discriminate	discirminate	biscrimina

Visual Discrimination Check Sheet [1]

✓ = has sufficient discrimination at this level

○ = needs additional work

Child's Name	Level I	Level II	Level III

---

1. Potter & Rae, Ibid, p. 24

AUDITORY AND VISUAL MEMORY

The child must be able to hear and remember as well as to see and remember. If the child is having problems remembering basic sight words or the sounds of letters, he may have a weak visual or auditory memory.

Visual and auditory memory can be developed by playing games or doing exercises similar to the following:

Improving Visual Memory

Start with three or four objects. Ask the child to close his eyes. Quickly remove one object. Then ask the child to look and tell which one was removed. Gradually increase the difficulty by increasing the number of objects, by removing two at a time, removing three objects at a time. Play similar games by writing words on the blackboard and then erasing them. Increase difficulty by moving to exercises which ask the child to recognize differences among words of similar configuration at a flash. eg. the teacher flashes "their" in 1/10th of a second. The child underlines the right word in row 1 on his paper.

Row 1: then - there - their - they

Improving Auditory Memory

Have children repeat longer and longer sentences, learn songs, and poems. Play games such as I went to China. (see: Activities).

Visual Memory Test [1]

Directions to teacher:

To administer the test, it is necessary for you to make 22 large cards displaying the items to be remembered. The child's task is to look at the card and then, from memory, circle the correct item on his test sheet. Cards should be held up for 3 seconds (slow silent count of 3).* Go through the samples with the children, making sure they don't circle on the sheet until after the card is put down.

- - - - - - - - - - - - - -

Teacher cards:

A. B. 1. 2. 3. 4. 4

5. d 6. u 7. 3 8. m 9. wab 10. still 11. hippo
12. beautiful 13. bod 14. pen 15. running 16. ballingry
17. populate 18. strodbecker 19. consternation 20. stipulat

- - - - - - - - - - - - - -

Directions to children:

Today we're going to play a memory game. I will hold up some cards and you are to look at the cards for as long as I hold it. When I put the card down put a circle around the picture or word that looks exactly like the one on the card. Do not circle anything until I put the card down.

(Do samples.)

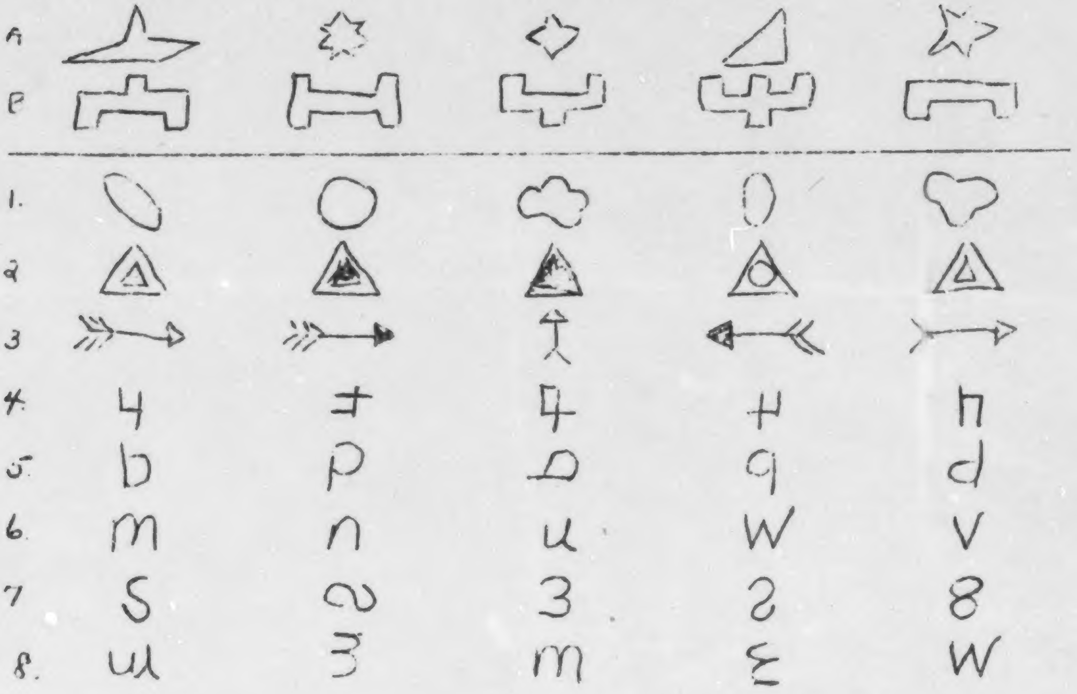
* (Show last 3 items for count of six.)

---

[1] Potter & Rae, p. 25, 26

VISUAL MEMORY TEST [1]

Name________________________________



9.	awb	baw	wba	wab	abw
10.	still	stll	stil	tsill	stlil
11.	hppo	hipo	oppih	hippo	hipop
12.	baeutiful	beautiful	beauitful	beautiufl	
13.	bob	dod	dob	bod	
14.	pen	gen	pon	peu	
15.	nurring	running	runniug	rnuuing	
16.	ballingry	balinpry	bolingry	ballinger	
17.	populate	podubate	popalete	poplte	
18.	straddecker	strodbecker	strobdek	srodbecker	
19.	reservation	conservation	consternation	concerning	
20.	stimulate	stipulate	scintillate	sintilap	

---

[1] Potter & Rae, p. 25, 26

AUDITORY MEMORY TEST [1]

Directions to teacher: (LEVEL I)

In the test you are to pronounce the word or sentence in column 1 and then, after a pause, pronounce the word or sentence in column 2. Each level is divided into 2 sections. The 1st section requires a pause of 5 seconds between the words in column 1 and column 2, and the second section requires a pause of 10 seconds between columns. The child's task is to circle "same" or "not same" for each pair. (you may use ☺ and ☹ for immature pupils). Speak clearly, but do not stress syllables of words or particular words in sentences.

Directions to children:

Today you're going to need to be good listeners. I'm going to say a word, then I will stop and wait for a short while. Then I'll say the same word or a different word. You must remember what I said the 1st time and then decide if the next thing I say is the same or not the same as the 1st. If the word is the same both times, you'll circle the word "same" on your sheet. If the word is not the same, you will circle "not same".

(Proceed to samples.)

---

[1] Potter & Ray, op cit, p. 26, 27

LEVEL I

Section A

(pause five seconds)

COLUMN 1	COLUMN 2
1. rift	1. gift
2. jump	2. jumped
3. running	3. funning
4. batch	4. batch
5. bag	5. beg
6. burst	6. burst
7. fragile	7. frog pile
8. interior	8. exterior
9. presuppose	9. predispose
10. truncated	10. truncated

Section B

(pause ten seconds)

COLUMN 1	COLUMN 2
1. tisket	1. tasket
2. uncarbonated	2. uncarbonater
3. recirculating	3. recalculating
4. rudimentary	4. rudimentary
5. expectation	5. expeccator
6. indicated	6. indicated
7. argumentative	7. argumentation
8. beautiful	8. beautifully
9. rasculate	9. resculate
10. reticular	10. redicular

(continued)

Section B (continued)

COLUMN 1	(pause ten seconds)	COLUMN 2
11. pregistator		11. pregistator
12. memorize		12. memorized
13. bibliography		13. bibliotherapy
14. modernize		14. modernize
15. practication		15. dractication

- - - - - - - - - - - - -

Directions to teacher: (LEVEL II)

In this test you are to pronounce the sentence in column 1 and then, after a pause, pronounce the sentence in column 2. Each level is divided into 2 sections. The 1st section requires a pause of 5 seconds between the sentences in columns 1 and 2, and the second section requires a 10 second pause between columns. The child's task is to circle "same" or "not same" for each pair. Spea clearly but do not stress syllables of words or particular words in sentences.

Directions to children:

Today you are going to need to be good listeners. I am going to say a sentence, then I will stop and wait for a short while. Then I will say the same sentence or a different sentence. You must remember what I said the 1st time and then decide if the next thing I say is the same or not the same as the first. If the sentence is the same both times, you will circle the word "same".

If the sentence is not the sameyyou will circle "not same."

(Samples)

A. "Bill and Sally are running."

(pause 5 seconds)

"Bill and Sally were running."

B. "Come and look at me."

(pause 10 seconds)

"Come and look at me."

- - - - - - - - - - - - - -

LEVEL II[1]

SECTION A

(pause five seconds)

COLUMN 1	COLUMN 2
1. Will you stop please.	1. Will you stop please.
2. Come into the house	2. Come into the horse.
3. Can you see the man.	3. Can't you see the man.
4. I will come home soon.	4. I will come home soon.
5. When will dinner be ready.	5. When will dinner be ready.
6. When the car stops, you can get out.	6. When the cart starts, you can get on.
7. Once upon a time, the story started.	7. Once upon a time, the story started.
8. We will go shopping soon.	8. We will not go shopping soon.
9. The beautiful magician waved.	9. The beautiful magician wove.
10. Jumping gracefully, the gazelle cleared the hurdle.	10. Jumping gratefully the gazelle cleaned the huddle.

---

[1] Potter & Rae, p. 28, 29

SECTION B [1]

(pause ten seconds)

COLUMN 1	COLUMN 2
1. Welcome to my igloo, said the eskimo.	1. Welcome to my igloo, said the eskimo.
2. When will the daffodils bloom in the spring	2. When will the dandelions blossom in the spring.
3. Streamers and balloons flew gaily at the gala party.	3. Streamers and balloons flew gladly at the gaily party.
4. Winter is the season for whirling, twirling snowflakes.	4. Winter is the reason for twirling swirling snowflakes.
5. Jump into my catamaran and we will cruise the Pacific.	5. Jump into my counterland and we will comb the Terrific.
6. For your edification the concert was magnificent	6. For you pontification the concept was magnified.
7. Roses, violets, and chrysanthemums bloomed profusely in the garden.	7. Roses, violets and chrysanthemums bloomed profusely in the garden.
8. Ponies, goats, and horses ate the oats, hay and alfalfa.	8. Ponies, horses, and goats ate the hay, alfalfa, and oats.
9. John, Tim, Sally, and Barbara row and raced through the grass.	9. John, Tim, Barbara, and Sally rowed and ran through the grass.
10. Reluctant quadrupeds masticated contentedly on the verdant foliage.	10. Reluctant quadrupeds masticated constantly on the virgin foliage.

- - - - - - - - - - - - - -

---

[1] Potter & Rae, p. 28, 29

Assessing Learning Rate

One way to determine whether or not the child is ready to read is to teach him some words and see if he can remember them, that is, to administer a learning-rate test. The results of the learning-rate test show the teacher how many new words she can introduce to a child. The results of several learning-rate tests can be used to group for reading instruction. Hearing-rate tests may be given in several ways, with modifications by the teacher to suit her needs. The steps in the process are these:

1. The teacher prepares flash cards of words to be taught.
2. She teaches the words to the children.
3. After an hour, she tests each child apart from the others others to see how many words are remembered.

Preparing the Learning-Rate Test

In preparing the learning-rate test, 5-6 words are best for the average first grade, with modifications in number to meet superior or slow groups to be tested. When all the children in a class are to be compared, the same number of words should be presented to all. Once the superior and slower learners are determined, subsequent learning-rate tests may be shortened or lengthened to suit the group being tested.

The learning rate will also depend upon the nature of the words to be tested and the similarities or differences among the words grouped together. The word meanings must be known to the child and they should be colorful so that many illustrations may be given in teaching. (e.g. "funny", "tree", "leaky" would be better than "way", "far", "when"). The teacher may wish to use pictures as a part of teaching the words.

The length and formation of the words will make a difference in the learning rate. A combination of short and long words will be learned more easily than words of the same length. (e.g. "sandwiches," "dog" and "horse" would be easier to learn than "door", "tree", and "rain"). Words that look alike (e.g. "fast", "first", "last", "fine", and words containing "b", "d", "p", "g") will present a harder learning situation than those that contain different letters or shapes.

Teachers may choose words which will appear in primers or 1st readers used by the class.

The words selected are PRINTED clearly on flash cards. All cards should be of the same material, the same size and shape, and contain no smudges or other means for the child to identify the word by some characteristic of the card.

If 3 or 4 groups are to be tested, it is important that the later groups not see the words at the time they are taught to other groups. If 3 groups of children are taught and tested separately, the teacher should use a different set of words for each group, and change the sets on following days so each child will have been taught all the words.

Teaching the Words

The teacher may follow any method of teaching she uses in teaching reading, but she must use the same methods for all groups being tested, so that comparisons can be made on the basis of equal teaching. Suppose the words to be taught are: "green", "letter", "boy", "tree". The teacher shows the word "green" and directs the children as follows:

> This word is "green". What things are green? Can you see something green? (Give a few illustrations). Now what is this word? That's right. "Green". Say it again. Look at it carefully to see if you can remember it.
>
> (Then present the word "letter".) This word is "letter". Have you every received a letter? (Let them discuss). Now what is this word? "Letter". That's right. Say it again. Now try to remember it.
>
> (Present the word "green" again.) What is this word? "Green". That's right. Say it again.

The remainder of the words are presented in the same way, with appropriate questions to bring out meanings. Review previous words after each new teaching. After all words have been taught, show words again 2-3 times, asking child to say the words. To discourage their memorizing word order, change the sequence of the words.

This program may be supplemented or changed as the teacher wishes.

Testing the Children

After an interval of at least an hour, test each child separately on all words taught. Show each word to the child and ask him what it is, telling him the word when necessary. Record the number of words known. (Give the child a 2nd chance if desired).

Variations in Learning-Rate Test

Some teachers present a word a day to the class. After 10 days, individual testing shows differences in learning rate. Some teachers teach colors in this manner. Other teachers make a game of reading various signs. Some teachers post pictures of objects or animals with the names written below. Others present words of the preprimer according to methods suggested in the manual. After 10 of these words are taught, the teacher checks the number each child has learned.

The learning rate obtained at the first of the year is not permanent, but changes as a child acquires better perceptual background, improves in interest, attention and persistence, and becomes adjusted to the classroom and its activities. Reading groups based on learning rate will need constant adjustment, but are generally more satisfactory than groups formed by other methods.

Assessing Reading Level

There are three reading levels - Independent, Instructional and Frustration. If the child is able to a book at the Independent level he should read it Independently. He should only receive instruction in books that he reads at an Instructional level. If the child reads a level of the Basal at the Independent level, he should be free to take the Basal home and read it independently. Wide Independent reading is essential if children are to become spontaneous readers. It gives them the opportunity to apply skills and to increase fluency in silent reading. The following chart describes the criteria for the Independent, Instructional and Frustration Levels.

Criteria for Determining Reading Levels

Level	Word Recognition	Comprehension
Independent - Child has almost no difficulty in pronouncing or understanding; needs no help. This book can be read at home. It is too easy for the child to be used for instructional purposes. Related behavioral characteristics: Rhythmical, expressive oral reading No evidence of anxiety during performance of reading	95-100% of words pronounced correctly. (Not more than one error in 100 running words)	80-90% of all questions answered correctly. Should have comp. ability required for full understanding of the material.
Instructional - Child has enough difficulty to require instruction. This is the level at which he should receive instruction. Child should be able to profit from minimal clues offered by teacher to overcome any difficulties he may encounter. Related behavioral characteristics: Rhythmical, expressive oral reading No evidence of anxiety during performance of reading	90-95% of words pronounced correctly.	60-80% of all questions answered correctly.
Frustration - Child demonstrates various behaviors which impede reading success. He is completely unable to handle reading materials. Related behavioral characteristics: May show one or more of the following: Arbythmical or word-by-word oral reading Sub-vocalization, lip & head movement Finger pointing Inaccurate usage of punctuation Lack of expression in oral reading Frequent request for examiner's help Non-interest in the selection Yawning - fatigue Refusal to continue	85-95% of words pronounced correctly.	Less than 60% of all questions answered correctly.

(Adapted from "Informal Reading Inventories" - Johnson, M.S. & Kress, R.A. IRA Service Bulletin, IRA: Delaware, 1965, pp. 5-11)

Determining Placement in Basals

When placing children in Basals quick assessments should be made of both oral and silent reading. A child who does well in an oral reading assessment will not necessarily do well on a silent reading assessment. Noting differences in oral and silent reading also provides additional information for the teacher.

Oral Reading Assessment

Have the child read a page or at least 100 running words out loud from a level considered for Instructional. Have him answer a few factual questions without looking back at the book. Then apply the criteria to determine reading level. Note, however, that if the child reads at the Independent level in the beginning of a 2^1 reader, do not assume the book is too easy for instructional purposes without also having him read a story at the end of the 2^1 reader.

Hesitations, mispronounciations, failure to pronounce a word, and substitutions or omissions that change the meaning should be considered errors.

Informal Observation

The following Sample Reading Inventories present graded selections for the children to read out loud. The procedure for scoring, outlined under Assessing Reading levels should be used unless otherwise stated.

General speaking the inventories teachers make themselves are more valid because they use selections from the material in which the child will be placed. Selections should be chosen from the middle of every level.

Sample Reading Inventories:

ORAL READING INVENTORY #1

By I. Craig, L. Fay and R. Gallant, Indiana University, Bloomington

Preprimer

A. I have a boat.
My boat is red.
It is little.
I put it in the water
What will it do?

Primer

B. Tom had a funny pet.
It wanted to play on his big bed.
It would jump up and down.
But Mother said, "Stop that."
Then the pet ran away.
Where did it go?

First Reader

C. Baby Sally came to play with the boys.
She ran after her yellow toy.
"You must stay here, Sally," called Tom.
"You will get wet and cold.
Mother will be unhappy with you."

First Reader (continued)

Sally stopped and looked back at Tom.
"Please get my boat," she said.
Tom could not get the boat.
They did not see the lost boat again.

2^1

D. Old Mother Hen was sitting on her nest.
"Come with me to the garden," called Mr. Rabbit
"No, I must keep these eggs warm," said Mother Hen.
"Would you like to go for a swim?" asked a friendly duck.
"Oh, no!" said Mother Hen.
Then Mother Hen heard a funny sound.
Noisy little yellow babies were pushing out of the eggs.
"Quack, quack!" said the happy babies.
"These are not my children!" said the surprised Mother Hen.

2^2

E. It was a pleasant spring morning. Tom and Bill put on their clothes and were ready for breakfast before Mother called. Today they wanted to make sandwiches for a picnic lunch and climb the high hill behind the barn.

They were almost there when Tom saw the cave. He crawled slowly in with Bill right behind him. All at once the boys heard a loud rumbling sound. Both boys turned and raced for the mouth of the cave. They thought that a hungry bear or other angry animal was following them.

Soon they were outside. One look at the dark sky and wet ground told them what had happened.

3^{1}

F. The little black cricket is a merry fellow. The sound he makes as he rubs one wing against the other can be heard a mile away. As the days get colder his chirps are lower and slower.

This insect is a busy fellow also. He likes plenty to eat. He often makes a meal out of cloth. Your mother may chase him out of the house because he is so noisy and hungry

But in Japan, the children keep crickets for pets. The build little wooden cages to keep them in. The people belie that a cricket in the house is a sign of good luck.

3^{2}

Alaska is twice as big as Texas but it has a much smaller number of people. It is a land of many forests and few cities.

Snow covers the top of the mountains all year around. Hundreds of glaciers creep down the mountain sides. The melting snow feeds into the ice cold rivers. Big brown bears wade in the water, looking for a fish dinner.

Ships take gold and copper, fish and furs out of the state. Ships bring back engines, heavy tools and other goods that this northern state needs. Ships also bring people like you and me who want to see the wonders of this giant state.

ORAL READING INVENTORY #2

Encourage the child to try all words, even if he is unsure of them. When he incorrectly says the word, give him the correct version so that he will have a chance to comprehend what he has read.

Preprimer Level

Teacher says: "Read about a boy and something he likes. Try to remember what you read."

> The boy looked at a toy.
>
> The toy is a big red airplane.
>
> I like red airplanes.
>
> I can be happy.

Facts Remembered	Questions, if Needed
About a boy	(1. Who was the story about?)
Looked at a toy	(2. What did he see?)
It was a big red airplane	(3. What was the toy?)
He liked red airplanes	(4. What did he like?)
He felt happy	(5. How did he feel?)

First Grade Level

Teacher says: "Read about a sad boy. Try to remember what you read."

> How sad the boy is now.
>
> His toy boat cannot be found.
>
> Mother said, "Ask for a new one for your birthday."

Teacher says: "Tell me as much as you can remember."

Facts Remembered	Questions, if Needed
A boy	(1. What is it about?)
He is sad	(2. How does the boy feel?)
His toy boat is lost	(3. Why?)
His mother has an idea	(4. Who has a good idea?)
To ask for a new one	(5. What was it?)
For his birthday	(6. When?)

Second Grade - First Half[1]

Teacher says: "Read about something funny that happened to Pat. Try to remember what you read."

> Pat woke up.
>
> He walked to school.
>
> No one was at school.
>
> "This is not a school day," said Pat.

Teacher: "Tell me as much as you can remember."

Facts Remembered	Questions, if Needed
Pat	(1. Who did you read about?)
He woke up	(2. What happened first?)
He walked to school	(3. What next?)
No one was there	(4. What was unusual?)
It was not a school day	(5. What did Pat figure out?)

Second Grade - Second Half

Teacher says: "Read about Bob's surprise. Try to remember what you read."

> Bob walked into the big house.
>
> Suddenly, "Surprise!" shouted all the neighbors.
>
> "We waited for you to have a party."

Teacher: "Tell me as much as you can remember

Facts Remembered	Questions, if Needed
Bob	(1. Who did you read about?)
Into the big house	(2. Where did Pat walk?)
Surprise	(3. Suddenly, what did Pat hear?)
The neighbors shouted	(4. Who said this?)
To have a party	(5. Why were the neighbors waiting?)

---

1. LaPray, Teaching Children to Become Independent Readers, Center for Applied Research in Education, 1972 - p. 70-73

Third-Grade Level

Teacher says: "Read about Mike's huge box. Try to remember what you read."

> Mike got wonderful presents.
>
> Finally only one huge box remained.
>
> "It will be your favorite gift," his friend suggested excitedly.

Teacher: "Tell me as much as you can remember."

Facts Remembered	Questions, if Needed
Mike	(1. Who is this about?)
He got wonderful gifts	(2. What kind of gifts did he get?)
Finally he had a huge box	(3. What finally remained?)
It would be Mike's favorite gift	(4. What did Mike's friend think about the box?

Fourth-Grade Level

Teacher says: "Read about Jim and the universe. Try to remember what you read."

> Jim studies the universe
>
> "You mean the stars are suns?
>
> Then are other planets orbiting them?"
>
> he asked in disbelief.

Teacher: "Tell me as much as you can remember."

Facts Remembered	Questions, if Needed
Jim	(1. Who is it about?)
He studies the universe	(2. What does he do?)
That stars are suns	(3. What did he have trouble believing?)
That planets could be orbiting other suns (or stars	(4. What did he figure out for himself?)

NOTE:

The child who developes the habit of recalling what he reads without prompting is likely to have better recall in all of his assigned reading. However, the child who must be prompted by a question for each item needs help. The teacher can develop paragraphs similar to the test items to give the child practice in recalling from short sleections.

Since all the tests in this chapter are individual, the speed, volumne, and clarity of the child's responses need to be noted along with their correctness. At the easy level of the test, how does the child show his comfort or enjoyment at succeeding; conversely,at the test ceiling, how does he shôw his frustration or disconfort?

The teacher who conscientiously collects this type of data is well on her way to applying continuous diagnosis. It is inconceivable that such a teacher would ever again listen to a group of children read without noting the position of errors, the types of errors, and other significant observations that are a part of a thorough evaluation.

Silent Reading Assessment

Silent Reading Tests'

Teachers can use placement tests that accompany basals or make their own. To make a silent reading inventory, the teacher simply zeroxes graded passages from Basals making sure to eliminate all picture clues. Then have the child read the selections silently. After the child has finished reading ask him to answer a few recall questions. Use the criteria fro determining Independent, Instructional and Frustration levels. Selections should be chosen from the middle of each level.

Cloze Technique

Another quick assessment for silent reading is the Cloze Technique. Passages are chosen from the different reading levels. Then every fifth word is deleted. If the child is able to read the selection and replace the omitted words correctly it is assumed he is able to understand the selection.

The following criteria can be used to determine level:[1]

Independent level - the student correctly replaces 61 percent or more of the deleted words (Thirty-three words or more correct.)
Instructional level - the student correctly replaces 41 percent or more of the seleted words. (Twenty-two words or more correct.)
Frustrational level - the student correctly replaces 40 percent or less of the deleted words. (Less than twenty-two words correct.) Note: Bormuth (1967) recommends othe percentage criteria for making such determinations.

---

[1] Guszak, Diagnostic Reading Instruction in the Elementary School, Harper & Row, N.Y., 1972 - p. 126

Modified Cloze Test

Directions:
Ask the children to read the appropriate level paragraph silently and fill in the blanks with words from those listed in the box below the paragraph. In reader levels primer through grade four, picture clues help the children to get ready to read.

PRIMER

fish

The children looked at ______ fat fish. He was _________, very big. "Can a ________ ride on the fish's ________?" a little boy asked. "__________," said his dad. "We _________ see him do this."

ride can man big back yes the

FIRST

lions

Five lions walked into ________ cage. They looked big ______ bold. The man walked ______ the cage a minute ______ the lions. He looked _______ and scared. Then he ________ a gun. Now the ______ looked scared.

little opened after into and lions the shot

SECOND

bicycle

The boy rode his _________ with one hand. He ________ to do tricks. Once ________ did not watch carefully _________ he ran over a _________. His bicycle almost _______ over. After that he _____ using both hands.

rock tipped rode liked car and bicycle he

THIRD

Watermelon

Fortunately, for those who________watermelon but dislike the______, a seedless watermelon has______grown. It is smaller _________the usual watermelon. It ______also more expensive. Lazy________will appreciate not having_________spit out the seeds.

to been than is seeds like eaters go

FOURTH

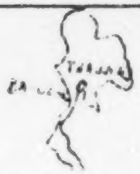
Elephants

Elephants are large animals,_________would you believe that _________are even larger? Did' _____know that whales are _______ too? A baby whale ______weight more than two_________. And that is no ______story.

whales but fish you can elephants mammals

FIFTH

Map of Thailand



Children in Thailand are________to respect their parents. ____________may want to go_________a celebration but if dad says no, they__________cannot go. Even__________they are disappointed, they _________expected to hide this.

are their they taught know though to do

Using Oral Reading for Diagnosis

Everytime the child reads out loud, the teacher should record errors made. These records should be saved and reviewed. Errors generally form a pattern which indicates need for a specific area of word attack.

Most teachers develop their own systems for recording errors. Some teachers like to zerox a reading selection and mark right on it using a system similar to the following which is used in the Gilmore Oral Reading Test:

Type of Error	Rule for Marking	Examples
SUBSTITUTIONS A sensible or real word substituted for the word in the paragraph	Write in substituted word	black The boy is ba of the girl girl See the girls most He is almost ready to go.
MISPRONUNCIATIONS A nonsense word which may be produced by (1) false accentuation; (2) wrong pronunciation of vowels or consonants; or (3) ommission, addition or insertion of one or more letters.	Write in word phonetically (if time permits) or draw line through word.	sim-bol-i (1) symbolic symbolic bles-fool (2) blissful (~~bliss~~ful blent (3) bent (o✓ ~~bent~~
WORDS PRONOUNCED BY EXAMINER A word on which subject hesitates for 5 seconds. (The word is then pronounced by the examiner.)	Make two checks above word pronounced	It is a ✓ ✓ fascinating story.
DISREGARD OF PUNCTUATION Failure to observe punctuation	Mark punctuation disregarded with an "x".	Jack, my x brother, is in the navy.
INSERTIONS (including additions) A word (or words) inserted at the beginning, in the middle, or at the end of a sentence or line of text.	Write in inserted word (or words).	The The dog and ^ cat are fighting.
HESITATIONS A pause of at least 2 seconds before pronouncing a word.	Make a check above the word on which h hesitation occurs.	It is a ✓ fascinating story.
REPETITIONS A word, part of a word, or group of words repeated.	Draw wavy line beneath word (or words) repeated.	He thought he saw a whal
OMISSIONS Onc or more words omitted. (if a complete line is omitted, this is counted as one omission error).	encircle the word (or words) omitted.	Mother does all of her work with grea care.

Word by Word Reading should also be noted. This could indicate (1) practice in phrasing or (2) lack of comprehension.

Hesitations of 2 seconds could indicate that the child was reading to the end of a sentence or using context to determine meaning. If they do not occur often and words do not fit a pattern, they can be ignored.

Omissions, Substitutions, Repetitions, and Insertions should be noted. If they do not occur often or disturb meaning they can be ignored.

Interest and Attitude Inventories

Interest and attitude inventories are another means by which a teacher can learn more about a child. Inventories such as the following can provide the teacher with important clues regarding a child's background experiences and interests. This information in turn, will help the teacher find materials most likely to promote the child's enthusiasm to read.

AN INVENTORY OF READING ATTITUDE [1]

(Standardization Edition)

Name_______________________________ Grade____ Boy Girl
Last First Middle

School________________________ Teacher________________________

Date of Test________________________
Mo. Day Yr.

TO BOYS AND GIRLS:

This sheet has some questions about reading which can be answered YES or NO. Your answers will show what you usually think about reading. After each question is read to you, circle your answer.

INSTRUCTIONS TO PUPILS

Draw a circle around the word YES or NO, whichever shows your answer.

Sample A
Yes No Do you like to read?

If you like to read, you whould have drawn a circle around the word YES in Sample A; if you do not like to read, you should have drawn a circle around the word NO.

Sample B Yes No Do you read as well as you would like to?

If you read as well as you would like to, you should have drawn a circle around the word YES in Sample B; if not, you should have drawn a circle around the word NO.

Yes No 1. Do you like to read before you go to bed?
Yes No 2. Do you think that you are a poor reader?
Yes No 3. Are you interested in what other people read?
Yes No 4. Do you like to read when your mother and dad are reading?
Yes No 5. Is reading your favorite subject at school?
Yes No 6. If you could do anything you wanted to do, would reading be one of the things you would choose to do?
Yes No 7. Do you think that you are a good reader for your age?

---

1. LaPray, Margaret, Teaching Children to Become Independent Readers, The Center for Applied Research in Education, Inc. N.Y., 1972 - p. 221-222

Yes No 8. Do you like to read catalogs?

Yes No 9. Do you think that most things are more fun than reading?

Yes No 10. Do you like to read aloud for other children at school?

Yes No 11. Do you think reading recipes is fun?

Yes No 12. Do you like to tell stories?

Yes No 13. Do you like to read the newspaper?

Yes No 14. Do you like to read all kinds of books at school?

Yes No 15. Do you like to answer questions about things you have read?

Yes No 16. Do you think it is a waste of time to make rhymes with words?

Yes No 17. Do you like to talk about books you have read

Yes No 18. Does reading make you feel good?

Yes No 19. Do you feel that reading time is the best part of the school day?

Yes No 20. Do you find it hard to write about what you have read?

Yes No 21. Would you like to have more books to read?

Yes No 22. Do you like to read hard books?

Yes No 23. Do you think that there are many beautiful words in poems?

Yes No 24. Do you like to act out stories that you have read in books?

Yes No 25. Do you like to take reading tests?

(Supt. of Schools, Dept. of Educ.
San Diego County 5-65)

"LIKE TO DO" CHECKLIST [1]

Name________________________________Date________________________

Age_________________________________Class in School_____________

Directions: This is a list of things that some boys and girls like to do in their spare time. If you never do the thing shown, leave the line blank. If you like to do it, check once on the line; if you like to do it very much, check twice. If you check on the line, and a question is asked about it, please answer the question in the space.

Watching TV__________________

Writing letters______________

Sewing or knitting___________

Dancing______________________

Hunting______________________

Loafing______________________

Repairing Things__________________

Drawing and painting______________

Driving a car_____________________

Cooking___________________________

Fishing___________________________

Teasing___________________________

Singing or playing a musical instrument________________________

Playing cards__________ chess_______ other games________________

What other games?____

Collecting things___________	What do you collect?
Making things with tools____	What do you like to make?
Experimenting in science____	What kind of experiments?
Going to the movies_________	What kind do you like best?
Going for a walk____________	Where?
Talking_____________________	What do you like to talk about?
Listening to the radio______	What programs do you like best?

---

[1] Harris, Smith, Reading Instruction Through Diagnostic Teaching Holt, Rinehart and Winston, N.Y., 1972 - p. 327

INTEREST INVENTORY RECORD [1]

Name____

What do you like to play best of all?______________________________

What other games do you like?______________________________

What do you like to make?______________________________

Do you have pets?______________________________

What things do you collect?______________________________

What are your hobbies?______________________________

Suppose you could have one wish which might come true, what would it be?______________________________

What is your favorite TV program?______________________________

What others do you watch?______________________________

What is the best book you ever read?______________________________

What other books have you liked?______________________________

Do you have any books of your own? How many?______________________________

Does anyone read to you? How often?______________________________

Do you go to the library?______________________________

Do you read comic books? What is your favorite comic book?__________

What magazines or newspapers do you read?______________________________

What kinds of books do you like best?______________________________

What kind of work do you want to do when you finish school?________

What school subject do you like best?______________________________

What school subject do you like least?______________________________

---

1. Harris, Smith, Reading Instruction Through Diagnostic Reading Holt, Rinehart and Winston, N.Y., 1972, p. 123

INTEREST INVENTORY

After school I like to ______________________________

My favorite television programs are ______________________

My favorite game is ______________________________

The subject I like best in school is ______________________

My favorite sport is ______________________________

My hobby is ______________________________

What do you like to read about: Check the column that describes how much you like the activity or story.

	Don't Like	Like A Little	Like A Lot
Stories about real animals			
Mystery stories			
Adventure stories			
Funny stories			
Comics			
Science fiction			
Jack in the Bean Stalk			
Billy Goats Gruff			
Cinderella			
Drawing, painting, or coloring			
Cutting and pasting			
Doing puppet shows			
Making model cars			
Taking pictures			
Sewing, cooking			
Doing science experiments			
Planting gardens inside and out			
Collecting rocks, butterflies, etc.			
Playing baseball			
Playing cards			
Playing games like bingo			
Building things			

---

1. National Reader Center, Washington, D.C.

SELF EVALUATION: PUPILS

Self evaluation encourages independence in learning and often provides the child with the motivation to improve. Children should participate in such activities as:

1) charting or graphing their own progress
2) using check lists so that they can check off skills they know and note those yet to be accomplished
3) choosing their best story, workpaper, etc.
4) deciding the areas in which they need the most practice

The following are samples of checklists and charts that can be used by children.

[1]

MY NAME IS ______________________________

____

1. I know the names of the letters that I have circled:

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

2. I know the beginning of the key words which I have circled:
(consonants)

bat cat fat hat tat
pumps mumps jumps kit sit
dig lag gig rig wig
zip yip quip nip van

3. I know the beginnings of the words which I have circled:
(consonant clusters)

whip ship chip that
blot clot flat
glad plot slot
brag crack from
grit prim trim

---

[1] LaPray, Margaret, Teaching Children to Become Independent Readers, The Center for Applied Research in Ed., Inc. N.Y. p. 91

SELF EVALUATION: TEACHERS

Teachers are models of behavior. If they want children to be interested and involved in self-evaluation, teachers must be interested in how well they teach and in their own self-evaluation.

Scribner Scale

The Scribner Scale was used in New York by teachers as a means to rate the services they were giving pupils. The Scribner Scale rates Reading Services related to the following 5 areas:

1. Level
2. Progress
3. Self direction
4. Special Weaknesses
5. Enrichment

For each area the rating is divided into 4 levels:

Uniform Services
Incidental Services
Partial Services
Major Provisions

SCRIBNER SCALE

Reading Level

Uniform (1)

___ One or two permanent groups

___ Sends work home for slow children

___ Keeps slow children after school, or gives help during recess and lunch periods

___ Uses only one or two level texts and follows manual closely

___ Groups according to last year's grouping

___ Helps slow children with difficult words during reading period

___ All children on same lesson, taking same amount of work

____

____

Incidental (2)

___ Has permanent three level grouping

___ Uses basal reader materials

___ Follows manual with minor variations

___ Uses supplementary basal readers

___ Groups according to standard test results

____

____

____

Partial Service (3)

___ Has three or more groups, flexible in nature

___ Uses basal reader materials for average group

___ Uses supplementary materials for high and low groups

___ Follows supplementary program for phonics

___ Uses standard test results and teacher observation for grouping

___ Uses texts and materials of three or more levels

____

____

Major Provision(4)

___ Groupings highly flexible according to lesson being taug
___ Groups according to particular skills needs
___ Groups according to formal and informal test results, teacher observation and judgment
___ Groups in patterns for particular needs in:
___ applied phonics
___ word meaning and enrichment
___ comprehension
___ recall
___ higher mental process thinging skills (critical and elaborative thinking)
___ organization and subordinatio of ideas

____

____

Reading Progress Rate

(1)

___Has all children do same work

___Has children who finish early take out other work (other subject)

___Has children who finish early do extra assignment (of the same nature)

___Some children never complete work assigned

____

____

____

(2)

___Gives scattered practices in skills throughout year as ava able in manual and other material

___Children finishing early allowed free reading time

___Uses library, out-of-school reading check by teachers

___Supplementary work books and skills material given to brig children who finish reading program early.

____

(3)

___Adjusts learning load of slow children

___Gives more practices to slow, less skill practice given to bright

___Has bright children read more than one basal reader on same levels teacher directed

____

____

____

(4)

___Grouped according to learning rate

___Personal record charts

___Once basal reader program is completed, high achievers move into broadening, independent and content area reading projects

___Skills learning provides for self-direction and self-correction

___Children move from easy to more difficult skills learning according to individual progress

____

____

Reading - Self-Direction

(1)

___Daily worksheets and workbook material used for groups, children read directions and complete worksheet.

___Children work alone on all worksheet and workbook materials; teacher corrects individual's work

____

____

____

(2)

___Children keep personal vocabulary lists of difficult words

___Teacher chooses independent reading material for each child

___Teacher keeps record of independent reading attainments.

____

____

____

(3)

___Children keep personal vocabulary lists, occasionally check each other

___Teacher makes available materials for independent reading from experience and sources she feels children enjoy

____

____

____

(4)

___Children keep personal vocabulary lists, check each othe on known words; teacher supe vises and checks individual progress

___Teacher surrounds room in books on broad base, allows children to choose independent reading material, but sets standards and rules so that all children read materials of different types to broaden and spread reading interests

___Independent reading program characterized by occasional teacher check and "round-th room supervision", and occasional comprehension and pup interest check

___Pupils keep record of indep dent reading attainments; occasional teacher check

Reading - Special Weaknesses

(1)

___Has no provision for weaknesses of high achievers or average

___Is not aware that high and average group have weaknesses

___When extra time available, gives individual help to slow.

___Uses no special materials with slow

___Aware of one or two types of weaknesses, uses extra work sheets, same for all children in low group

___No planned program to teach to any weakness

___Follow manual, give same amount and kind of practice as given in manual

____

____

(2)

___Scattered, incidental practice given to correct needs

___Records of pupil progress not kept

---All children in group receive skills practice whether they need it or not

___Use extra work book material for phonics, etc.

___Weakness instruction given only for part of year

____

____

____

(3)

___Children allowed to progress in word analysis skills

___S.R.A. type material used for vocabulary and comprehension

___Weakness correction done in small groups

___Materials for skills correction made by teacher

___Commercial materials adapted by teacher, packaged according to each skill

___Progress records kept by children

____

____

(4)

___Knows weaknesses of each grou has planned program to overcome weaknesses

___Intensive practice material given to fix particular skill

___Regardless of skill weakness children work in small groups advance at own rate, move in and out of groups according to need and progress

___Skills weakness instruction given in organized program, continues through-out year

____

____

____

Reading - Enrichment

(1)

___Children memorize certain amount of poems in course of year

___Teacher reads occasionally to children

___Whole class "weekly reader" type reading once each week

___Whole class reading of "classics" book once each week

___All children required to read certian amount of books and make book reports

____

____

(2)

___Choral reading lessons planne occasionally especially for special occasions and holiday

___Teacher has planned program for reading selected material to children

___Occasional use of dramatizati activities

___Independent reading program for bright children

___Children choose books, read strictly for pleasure, detail book report required after each reading

___Enrichment activities occasionally for bright children

____

(2)

___Planned program of choral reading including different types with teacher choosing material

___Uses motion pictures related to reading as need arises; followed by discussion and other activities

___Teacher has planned program for reading to children; includes fiction, non-fiction, reading for different purposes and uses, including poetry

___Has planned program for dramatization on weekly or monthly basis for one or more groups

___Planned reading enrichment activities for bright and average children

____

(4)

___Planned program of choral reading, including different types and materials of differing nature

___Children write poems for class to use for choral reading

___Teacher has planned program of oral reading and listening both teachers and children take part; read material of various nature; plays, poetry etc.

___Uses Dramatization, both form and informal for high, averag and low achievers in planned, time-allotted program.

___Balanced independent reading program, planned time allotment each week, for all children regardless of level

___Children of all groups share Materials read.

HARRIS CHECK LIST [1]

LOOKING AT MY CLASSROOM

I Are there evidences of my reading program around the room?

A. Charts

1. Primary:

Are there evidences of experience charts?
Are there charts relating to specific reading lessons?
Are there vocabulary charts?
Are there sound charts?
 Teacher made?
 Pupil made?
Are there attractively arranged displays of pupil language efforts?

B. Additional Materials for Independent Reading

1. Are there books of varying levels related to different topics and of diverse types (textbooks, biographies, travel books, stories, and so on) attractively arranged easily available to the children?

2. What provision do I make in my planning for:

a. Helping children develop an interest in independent reading?

b. Building cooperatively general but meaningful purpose for this reading?

c. Sharing the ideas, information, and enjoyment children gain from this activity?

II Does my classroom environment lend itself to individual and group work in reading?

A. Is there a library or reading corner which:

1. Displays books in an enticing manner?

2. Provides space for book reviews, book information, and pupil coments?

---

[1] Holt, Rinehart and Winston, Inc. 1972, Reading Instruction Through Diagnostic Teaching, p. 446-447

        3. Provides a comfortable reading in terms of chairs, tables, adequate lighting?

B. Is the room so arranged that the group working with the teacher

    1. Is compact enough to enable all to hear without using a loud voice?
    2. Is far enough from those working independently so that it is not disturbing to the others?
    3. Has sufficient space to work comfortably?
    4. Is planned so that graphic material used by the teacher is readily visable to all members of the group?
    5. Is planned so the teacher has writing space available if the situation demands additional visual material?

LOOKING AT MY CLASS

I Is each person in my room at the proper reader level?

A. Have I accurately assessed each child's instructional reading level and independent reading level through:

    1. administering needed informal inventories?
    2. analyzing objective test results?

B. Have I utilized the above information in planning:

    1. other language activities?
    2. Social Studies, Science, Math?

II How have I provided for the group working independtly?

A. Are the independent activities:

    1. reading or language centered?
    2. differentiated according to pupil abilities?

3. Related to previously taught reading skills?
4. The result of a directed reading activity follow-up?
5. An outgrowth of independent reading?
6. So constructed that there is an identifiable learning learning purpose in them?

Name________________________________ Date________________________

Grade_______________________________ School______________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

COMPARING BASALS

Random House

Merrill

MacMillan

Scott
Foresman

Lippincott

New Basic Readers

Houghton Mifflin

Holt, Rhinehart,
Winston

COMPARING BASALS

The comparisons made

The following basal readers currently in use were scrutinized carefully:

The Little Red Story Book
The Little Green Story Book
The Little Blue Story Book
On Cherry Street

Learning About Sounds and Letters
My Sound and Word Book
A Duck is a Duck
Helicopters and Gingerbread
May I Come In?
Seven Is Magic

Now We Read
Fun With the Family
Fun Wherever We Are
Fun with Dick and Jane
Our New Friends

Scott Foresman Reading Systems

Level 1	Level 4
Level 2	Level 5
Level 3	Level 6

Compared were:

1. the basic words presented by each series
2. frequency of introduction, length and difficulty of words introduced
3. sentence length
4. paragraph length
5. amount of pictures used

The purpose for performing this task was to make a comparison between the standard basal readers (1^2 2^1 2^2) and the books that are marked according to levels.

Observations

The following observations were made:

1. It appears that the first six levels of the Ginn 360 series can be considered first grade reading material. There are many enrichment words in the Ginn 360 but they are not basal words and need no mastery. It should be noted, however, that all words presented as "decodable" words should become part of the child's basic sight vocabulary. Definite drill will be needed to accomplish this.

2. It also appears that the first six levels of the New Scott Foresman books can be considered first grade reading material. Granted that in levels 5 and 6 there are many enrichment words that do not appear in the standard basals and that the interest level also seems to be 2nd grade at times, however, when compared to the other basals in regard to the length of sentences and paragraphs as well

as the amount of pictures used, levels 5 and 6 of the New Scott Foresman are more first grade material than second grade. It should also be noted that all vocabulary is within the realm of first grade reading. Without reading levels 5 and 6 in the New Scott Foresman, first grade children in this series will not have the same reading experiences as the children in the other basal systems being used.

3. Other than the exceptions noted, the "new" basals do not differ significatly from the "old" basals.

SUGGESTIONS FOR AMENDING BASALS

Move Faster

It would appear that in general teachers must move children faster through the readers just to insure that they read at grade level.

Obviously children cannot be expected to complete 6 levels plus 6 workbooks, plus 6 sets of worksheets, plus all the activities suggested in the teachers guide. Some things have to go.

Read Criteria for Activities

The chapter on activities will help the teacher eliminate having the children waste time on worthless workbook pages.

Read Assessing Reading Levels

The chapter on Assessing lists criteria for determining reading level. If the child can read basals at an independent level, let him read the basals independently. Basals Can Go Home.

Believe Placement Tests

The Ginn 360, for instance, has an excellent beginning of the year placement test located in the back of each teachers' manual. If the child screens at Level 7, he should be placed there regardless of previous levels read. (The initial screening, Ginn 360, tests in booklet form do not appear to be as valuable, however).

Insure Wide Supplementary Reading

Wide supplementary reading in other series and in tradebooks must accompany all basals. More sustained silent reading, reading of sentences that are completed on the next line, reading of an entire printed page without pictures is needed especially in the newer series.

Name______________________________ Date________________________

Grade_____________________________ School______________________

LET'S HEAR FROM YOU!

What parts did you find to be most helpful?

What additions, suggestions, and activities do you have that will make implementing this section easier?

Additional Comments:

BIBLIOGRAPHY

Aukerman, Robert, *Approaches to Beginning Reading*. New York: John Wiley and Sons, Inc., 1971.

Botel, Morton, *How To Teach Reading*. Chicago: Follett Educational Corporation, 1968.

Dawson, Mildred (ed.), *Developing Comprehension Including Critical Reading*. Newark, Delaware: I. R. A. 1971.

Dechant, Emerald, *Diagnosis and Remediation of Reading Disability*. West Nyack, New York: Parker Publishing Company, 1968.

Durrell, Donald, *Improving Reading Instruction*. New York: World Book Company, 1956.

Gainsburg, Joseph C., *Advanced Skills in Reading.* New York: Macmillan Co., 1967.

Guszak, Frank J., *Diagnostic Reading Instruction in the Elementary School*. New York, New York: Harper and Row, 1972.

Harris, Larry and Smith, Carl, *Reading Instruction Through Diagnostic Teaching*. New York: Holt, Rinehart and Winston, Inc., 1972

Herber, Harold, *Teaching Reading in Content Areas*. Englewood Cliffs, New Jersey: Prentice Hall, 1970.

LaPray, Margaret, *Teaching Children to Become Independent Readers*. New York: Applied Research Center, 1972.

Marks, J., Stoops, E., and King-Stoops, J., *Handbook of Educational Supervision*. Boston: Allyn and Bacon, 1971.

McCracken, Robert and Marlene, *Reading Is Only the Tigers Tail*. San Rafael, California: Leswing Press, 1972.

Postman, Neil and Weingartner, Charles, *Teaching as a Subversive Activity*. New York: Dell Publishing Company, 1969.

Potter, Thomas, and Rae, Gwenneth, *Informal Reading Diagnosis*. New Jersey: Prentice-Hall, 1973.

Russell, David and Karp, Etta, *Reading Aids Through the Grades*. Columbia University, 1972.

Schubert, Delwyn (ed.), *Reading Games That Teach*. Monterey Park, California: Teaching Press, Inc., 1971.

Sebesta, Sam, Ivory Apes and Peacocks. I. R. A., 1968.

Spache, Evelyn, Reading Activities for Child Involvement. Boston: Allyn and Bacon, Inc., 1972.

Stauffer, Russell and Cramer, Ronald, Teaching Critical Reading at the Primary Level. Newark, Delaware: I. R. A., 1971.

Wagner, Guy and Hosier, Max, Reading Games. New York: Teachers Publishing Corp., 1971.

Weigant, James, Developing Teacher Competencies. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971

Various and assorted articles from "The Reading Teacher", "Reading Research Quarterly", "Elementary English" and other pertinent articles dating back to 1968.